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STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07



CHILD CARE AND DEVELOPMENT FUND PLAN FOR SOUTH DAKOTA FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires [DATE])

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AMENDMENTS LOG

Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

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Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

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PART 1 ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency:

Department of Social Services, Division of Child Care Services

Address of Lead Agency: **700 Governors Drive, Pierre, SD 57501**

Name and Title of the Lead Agency's Chief Executive Officer:

Deborah K. Bowman, Secretary

Phone Number: **605-773-4766**

Fax Number: **605-773-7291**

E-Mail Address: **ccs@state.sd.us**

Web Address for Lead Agency (if any): **<http://dss.sd.gov/>**

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): **Patricia Monson**

Title of State Child Care Contact: **Division Director**

Address: **700 Governors Drive, Pierre, SD 57501**

Phone Number: **605-773-4766**

Fax Number: **605-773-7294**

E-Mail Address: **Patricia.Monson@state.sd.us**

Phone Number for child care subsidy program information (for the public) (if any):

1-800-227-3020

Web Address for child care subsidy program information (for the public) (if any):

<http://dss.sd.gov/childcare/>

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: \$15,390,790

Federal TANF Transfer to CCDF: \$0

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Direct Federal TANF Spending on Child Care: \$0
State CCDF Maintenance of Effort Funds: \$802,914
State Matching Funds: \$2,693,523
Total Funds Available: \$18,887,227

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$944,361 (5 %). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes.
- ☒ No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b) Non-TANF families	N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assists parents in locating care	Early Childhood Enrichment sites (R&Rs)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Makes the provider payment	N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Quality activities	Early Childhood Enrichment sites (R&Rs)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other:		<input type="checkbox"/> Yes	<input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how

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the Lead Agency maintains overall control.

The Lead Agency maintains overall control through contractual agreements with various non-profit organizations. The contractual agreements spell out the activities and services to be provided and other requirements as prescribed by federal and state laws and rules. Monthly reports are required of each agency as well as quarterly financial reports. Agencies are also bound by South Dakota Audit requirements. The agencies commonly contracted with are regional Early Childhood Enrichment sites also known as Resource & Referral.

1.6 Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

- ☒ Yes. If yes, are those funds:
- ☒ Donated directly to the State?
 - ☐ Donated to a separate entity designated to receive private donated funds?
Name:
Address:
Contact:
Type:

☐ No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☐ Yes, and:

() The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(__ %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures.(Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K

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and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☐ Yes, and

(__%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

1.8 Improper Payments

1.8.1 How does the Lead Agency define improper payments?

Improper payments are funds paid in error if any of the following occurs:

1. The department pays the provider for child care services and subsequently finds that the individual on whose behalf the funds were paid was ineligible for child care assistance.
2. The department pays the provider for child care services on behalf of an individual who was eligible for child care assistance but the department subsequently finds that the amount of assistance paid exceeded the amounts of benefits payable.
3. The department pays the provider for child care services and subsequently finds that the provider was not entitled to the benefits.
4. The department pays child care services grant funds to a provider and the provider fails to fulfill the requirements of the grant.

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1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes, and these planned strategies are:

When determining eligibility, the Division of Child Care Services caseworkers have access to program data from other Department of Social Service Divisions which allows cross-referencing of participant data. This gives the caseworker an avenue to verify information reported to CCS. Caseworkers have access to computer programs related to other Department of Social Services programs such as DSS/ Economic Assistance Program, DSS/ TANF program and DSS/ Division of Child Support. Information available includes verifications of reported income information, household size composition, employment information, active child support cases for those that are required and verifying if a family is participating in the TANF program.

The SS45 computer system is utilized to process applications for child care assistance. Caseworkers process applications then encode the findings on the SS45 system. The SS45 system is designed with internal controls to ensure accuracy when an application has been processed. The SS45 system is designed to capture information in the following eight sections:

- 1) Client employer information,
- 2) Household composition,
- 3) Income determination,
- 4) Provider Information
- 5) Client information,
- 6) Child Care needs information (prospective cost of child care and prospective number of hours the client's children will be in childcare)
- 7) Certificate information, (case determination, eligibility length, calculation client co-payment, calculated CCS obligation and additional indicators.)
- 8) Provider hours billed records section tracks the number of hours a child care provider bills CCS for reimbursement for each individual child indicated on the certificate.

Internal controls are in place when determining eligibility in conjunction with household

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composition, household income and child status. These controls ensure that the family's co-payments and CCS obligations are calculated correctly. Internal controls are also in place in regards to provider reimbursements. Internal controls only allow the provider to be reimbursed the number of hours allowed on the family child care certificate. It also ensures that the family's calculated co-payments are deducted when the providers request for payment is submitted for reimbursement.

A new web billing option was implemented in January of 2006. The provider must acquire a pin number from CCS. The provider then is allowed to bill CCS by entering the number of hours that a child is cared for using a web form. The date entered is then checked to make sure that it is correct and within the limits allowed. If all is correct, the date is used to update the web file. This file is then validated again during the nightly batch process and if any changes have been made to a certificate that would affect the billing, the correction is made. A "payable" claim is the end result and the provider will be issued payment during the next payroll cycle.

In case of over-billing due to provider or state agency error, providers who receive ongoing reimbursements are given the opportunity to repay the over-issuance in full or make two payments. If they do not wish to exercise this option, CCS withholds the amount from further payments. All other over-issuances are sent to the Office of Recoveries and Investigations.

The Division of Child Care Services works closely with the Office of Investigations and Recoveries to investigate any intentional program violations and to collect any improper and erroneous payments.

☐ No.

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PART 2 DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

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	Consultation in Development of the Plan	Coordination with Service Delivery
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
State/Tribal agency (agencies) responsible for	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State pre-kindergarten programs	<input type="checkbox"/>	<input type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emergency preparedness ^o	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (See guidance):	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

* *Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

^o If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1. A plan is under developed at this time. No attachment available.**

Local Government: The City of Sioux Falls has an ordinance requiring all child care providers located within city limits to be registered with the City Health Department. In an effort to reduce duplication and streamline the process for child care providers in this area, CCS is, and will continue to coordinate efforts with the city staff regarding registration requirements and sharing of issues that arise

Other cities including Aberdeen, Watertown, and Brandon, have contemplated implementing city ordinances that will impact child care providers. CCS staff will work with these cities to coordinate and streamline their registration processes as well.

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Indian Tribes/Tribal Government: CCS Licensing Specialists are in frequent contact with directors of tribal child care programs and work together to meet needs as they arise. CCS Program Specialists continue to have communications with Tribal Child Care Coordinators regarding requests for technical assistance and training as needed.

Ongoing consultations occur throughout the year with tribal entities. Each reservation area has a CCDF tribal child care coordinator as well as an infant-toddler tribal coordinator. Infant-Toddler coordinators meet twice a year at the state level for input regarding activities to improve the quality and availability of infant-toddler care on the reservation areas. The Infant-Toddler Training Coordinator conducts individual site visits twice a year to address services and situation unique to each program and offer support in accessing or creating resources to meet the needs identified within each program.

Tribal coordinators are also sent periodic communications surrounding changes to the state subsidy program and other initiatives.

Licensing social workers provide technical assistance to help programs apply for a state grant and offer guidance on issues such as community development, staffing, space and regulations. Additional program assistance and ongoing support is available from support specialists located in regional Early Childhood Enrichment training sites.

In addition, a tribal meeting was held in Pierre, SD on May 10, 2007 for the specific purpose of sharing ideas and gathering input for the CCDF state plan.

Public Health:

Department of Health (DOH):

CCS is collaborating with the DOH on the Healthy South Dakota project. A large, diverse group of stakeholders met in 2005 to develop a statewide nutrition and physical activity plan which was released in 2006. The plan includes goals, which extend through 2010, for parents and child care providers, schools and youth, the workplace, and the community to work toward healthier eating and more physical activity. CCS staff will continue to work toward meeting the goals and objectives for the child care and youth areas of the plan.

As part of this state plan, a “Fit From the Start” campaign was kicked off in 2007. The campaign is designed to educate child care providers and parents regarding the importance of both healthy eating habits and the need for regular physical

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activity. The campaign plans for the distribution of dry-erase magnets for children age 2-5 through child care programs and Women Infant and Children (WIC) Offices; grocery store floor stickers; TV commercials; and snack cups that all encourage healthy eating and physical activity. CCS licensing will participate in promotion of the project and assist child care programs in reaching parents with the messages as well.

A continuing partnership includes the coordination of the national Reach Out & Read Program (ROR). The ROR program enhances literacy opportunities for children by encouraging reading from the medical community. The program involves coordination with Healthy Child Care Nurse Consultants, DOH Nurses and Early Childhood Enrichment (ECE)/R&R Programs. Outcomes include a special involvement with the medical community in the development of young children by encouraging literacy at a young age. Choosing child care information is also included in the information distributed by the doctor during well-child visits.

Department of Human Services:

Activities surrounding the development of mental health consultation services and resources to assist child care providers concerning the social-emotional development of children in their care. Includes agreements with three community mental health agencies to perform services to support the healthy social-emotional development of children in early childhood and school-age settings.

Employment Services/Workforce Development:

Department of Labor/One Stop Career Centers and Department of Social Services/TANF: Continued development of program materials, systems development, and outreach activities to better serve TANF families and other low-income families seeking assistance with employment and child care coordination.

Seven of the ten CCS licensing specialists are co-located in the same buildings as the Department of Labor, allowing for continued partnering on TANF efforts. The licensing staff assist TANF customers in finding child care options, answering questions regarding choosing a child care provider, offering resources and information, and providing technical assistance for those interested in starting a home child care business.

Public Education:

21st Century Community Learning Centers: Training is provided to 21st Century

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programs funded by the Department of Education and will continue to be used. Evaluation information from those training sessions as well as collaboration with the 21st Century Project Coordinator to plan topics for future conference training sessions.

Monthly consultations occur between CCS and the Dept of Education 21st CCLC coordinator on a monthly basis to address coordination of technical assistance/training efforts.

Department of Education: CCS participated in the collaborative development of the Early Learning Guidelines, funded by the Head Start Collaboration Office. The development is now complete and the guidelines have been printed. CCS will continue to coordinate with the Department of Education by training a large group of statewide trainers in the use of the Guidelines; in the promotion and distribution of the guidelines to caregivers; as well as coordinating training sessions to educate child care providers and Head Start staff about the Guidelines.

Head Start Collaboration Office: A meeting took place recently to discuss strengthening the system of collaboration with local partners to better promote early childhood development. This effort could include the development of an interagency type group that focuses on early childhood issues including early care and education, family support, parent education, and mental health/social-emotional development. This group may be an auxiliary to a proposed Kids Cabinet within state government. Initial communications indicate a need for representation from local communities, parents, state agencies, higher education, local business, and other stakeholders. CCS will coordinate with the Department of Education in helping to facilitate such a group.

Public School Districts:

Regional CCS licensing specialists continue to provide technical assistance to schools who inquire about opening a licensed Out-of-School Time (OST) program. They assist them in obtaining state grant information and offer guidance on licensing issues such as community development, staffing, and space. CCS provides technical assistance and training options through the state Program Specialist and regional ECE offices. The Department of Education has approved training opportunities for Teacher Renewal Credit.

State Universities: CCS is working with Black Hills State University and South Dakota State University in efforts to articulate the Out-of-School Time Credential Training to college credit. Articulation agreements for other credentials are already in place with various public and private universities.

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First Book – South Dakota: CCS and the Dept. of Education 21st CCLC coordinator are collaborating with First Book, a non-profit organization in Washington, DC, to encourage the formation of more First Book advisory groups in SD. First Book is an international nonprofit organization with a single mission: to give children from low-income families the opportunity to read and own their first new books. CCS will be promoting this opportunity through a network of after-school directors and Cooperative Extension educators via newsletter, trainings, and news alerts. Support from local Reading Councils is also being sought

TANF:

See above “Employment Services”

In addition, ongoing collaboration and coordination occurs within the Department of Social Services with the TANF Eligibility office to ensure child care availability for families receiving TANF benefits. An ongoing contract for slots at two child care centers is established in partnership with the One-Stop Career Center in Rapid City and Sioux Falls to ensure availability for families in immediate need of child care. Meetings and consultations occur as needs arise with local TANF caseworkers to ensure child care needs are met including work with tribal programs.

Head Start:

Also see “Public Education” section.

A long-term partnership between Child Care Services and various full-day/full-year Head Start programs provides one year continuous eligibility for child care assistance for participating families. Families participating in this program receive a one-year continuous eligibility certificate rather than a six-month certificate. The Head Start programs are operated within child care programs where CCDF and Head Start funds are blended.

Programs that Promote Inclusion:

Early Childhood Enrichment Training sites: Ongoing training and technical assistance is available to child care providers and parents regarding inclusive child care.

Inclusion Specialists are located in each of the five regional ECE/R&R offices. Each Inclusion Specialist works closely with the licensing staff and the Division

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of Child Care Services to help families with children with special needs locate suitable child care and to address special training needs with child care providers. If necessary, the Inclusion Specialist helps locate other outside resources for families of children with special needs. Ongoing training and technical assistance will continue to be available.

Out-of-School Time Training: CCS is planning to offer a workshop to OST providers on children with special needs (possibly by Craig Liden on ADD/ADHD and Roberta Newman on other issues).

Emergency Preparedness:

A section on emergency preparedness was added to the family child care handbook and the licensing handbook that is distributed to all regulated child care programs. This general section provides tips in the event of a natural disaster as well as for acts of terrorism. In addition, the South Dakota Association of Child Care Directors (SDACCD) and CCS formed a workgroup and developed a draft document to help child care programs become aware of and prepare for a pandemic flu event. This document will be edited, then printed and distributed by CCS to all licensed programs.

Other:

Resource and Referral Services: The five ECE programs (also known as R&R programs) provide on-going consultation and coordination with the Division of Child Care Services. Quarterly meetings are held to discuss not only program issues, but local trends providing direction for the development of new programs and services to meet the needs of South Dakotans.

Siouxland Child Care Directors Association: CCS staff presented information and received input regarding the State Plan to the Siouxland Child Care Directors Association on April 19, 2007. Twenty-five directors attended the meeting to hear about the services CCS provides, future plans for existing and new activities, proposed public hearing locations, and timelines for their submittal of comments and suggestions about the plan.

Family Child Care Professionals of South Dakota (FCCPSD): CCS Staff presented information about the State Plan to 200 family child care providers at the annual FCCPSD conference in Chamberlain, SD on May 4/5, 2007. Providers received a summary of CCS's future plans and were invited to submit feedback and suggestions. They received information on accessing the state plan either by requesting a paper copy or by accessing the CCS website.

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Family Child Care Mentor Program: CCS has contracted with the Family Child Care Professional of South Dakota (FCCPSD) family child care organization to design curriculum and train family child care mentors. The mentor program has been in place since 2002 and offers new family child care providers, or experienced providers who are facing specific issues the services of a trained mentor. The mentor training will be offered on a regional basis evenings/weekends to allow for maximum participation levels

Statewide Quality Improvement Meetings: CCS held regional meetings across the state for child care facilities directors. The development of a quality improvement system was the main focus of the meetings. Directors were asked to help draft criteria which would help centers strive for high quality child care. Meetings were held in Pierre, Rapid City, Sioux Falls, Aberdeen and Brookings.

National AfterSchool Association (NAA): CCS is currently collaborating with NAA on an Accreditation project for after school programs. South Dakota is one of four programs nationally that coordinates a state project, and we will present this information on a panel at the national conference in 2007. The project has been successful, increasing the number of accredited programs in SD from 1 to 6 since 2005.

National Institute on Out of School Time (NIOST): CCS has and continues to collaborate with NIOST on quality improvement options for after school programming in South Dakota. National trainers have been secured to train regional and state OST specialists as 'Quality Advisors'. These trainers will also provide training at the annual OST Directors' Retreat. CCS is currently collaborating with NIOST on their coordination and evaluation of state OST Credential programs.

Interagency Group/Coordinated School Health: CCS is a coordinates with this group, which includes representatives from the Depts. of Health, Human Services, Public Safety, Education, Social Services, Game, Fish & Parks, etc. to discuss student health issues, and to share resources.

Planning Group for Statewide Afterschool Network: Child Care Services has helped coordinate planning efforts to establish a statewide afterschool network in SD. The goal is to acquire a grant from the Mott Foundation in 2007 to help fund the network, which will promote the importance of quality school-age programming statewide. Agencies involved in this collaboration include: Dept. of Education – 21st CCLC, SDSU Cooperative Extension Service-Youth Development/4-H; SoDakSACA, SD YMCAs, SD Boys & Girls Clubs, SD

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Alliance for Children, and SD Voices for Children.

- 2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- ☐ **Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

SD Alliance for Children: The Alliance is committed to creating a seamless, unified, high-quality child care and early education system that is supported by policy makers and the public and is accessible and affordable to all families. Meetings are held with membership at least quarterly in person or via the DDN system. Goal chairs also conference call on an ongoing basis to ensure the actions steps for each goal are evolving. The primary goals and progress toward these goals are as follows:

1. Enhance the stability and quality of the child care and early education workforce in South Dakota.

Quality Improvement System: The Department of Social Services, Division of Child Care Service staff, Early Childhood Enrichment staff, child care directors and providers, AEYC representatives, SDSU Cooperative Extension representatives and representatives from educational facilities have worked together for the past two years to develop criteria for a Quality Improvement System. Participating child care centers and group family programs will receive one to five stars based on the quality of their classroom environment, curricula, teacher qualifications and program administration.

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Six public Focus Group meetings have been held across the state. Child care directors and staff from each region were invited to attend and offer comments and feedback on the proposed criteria.

Child Care Services plans to pilot the program in the summer of 2007. Centers across the state have volunteered to take part in the pilot and help evaluate the effectiveness of the system. Future plans include the development of criteria for family child care and school-age care categories.

Professional Development:

CCS will continue to administer the Pathways to Professional Development program. The new certificate/credential projects under development and the Quality Improvement System will ensure the continued growth and development of the professional development system. In addition, CCS is coordinating with Sanford Health Systems to modify their web-based database to track training for participants on the Pathways Career Lattice.

Coordination between CCS and the regional ECE/R&R sites has lead to an increase in available quality training opportunities and the ability to track training statewide.

2. Increase awareness of child development and the importance of quality child care and early education.

Keloland – Tradition of Caring: The efforts of the BCLG groups mentioned in #4 below resulted in Keloland News station developing PSAs for their Tradition of Caring series. Choosing child care will be the theme of the PSAs throughout 2007. In addition, the Child Care Corner will be part of the KELO web site where parents can go to learn more about child care and parenting issues. Quality and safety will be repeated as main themes throughout the PSA time frame. Go to: <http://www.keloland.com/custompages/childcarecorner/index.cfm> for additional information. KELO provides statewide news coverage.

Early Learning Guidelines: By 2009, all regulated child care providers will be sent an introductory letter explaining the standards, and an opportunity to attend one of several training sessions in the use of the standards. CCS will contract with the University of South Dakota to develop curriculum for this training. In addition, CCS will conduct a survey of child care providers to determine how the Guidelines are being used and how useful they have been to providers in planning for children's activities.

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3. Enhance the quality of family child care services.

Family Child Care Mentor Program: CCS has contracted with the Family Child Care Professionals of South Dakota Association (FCCPSD) to design and implement a South Dakota specific curriculum to train family child care mentors. The Family Child Care Mentor project has been in place since 2003. Up until this point, training for new mentors was provided by the Minnesota Licensed Family Child Care Provider Association. In addition, CCS will contract with FCCPSD to offer regional mentor training on evenings/weekends. This will allow for greater participation and an increased number of mentors available to new family child care providers.

Family Child Care Professionals of South Dakota (FCCPSD): CCS has assisted and supported the FCCPSD in its efforts to increase provider participation in this statewide family child care association. CCS provided funding for the keynote speaker for the associations annual conference. A CCS staff person serves as a resource partner to the association.

4. Establish adequate and stable funding for child care and early education in South Dakota.

Business and Civic Leadership Groups (BCLG): Led by South Dakota Voices for Children, an advocacy organization, nine of SD's largest cities formed Business-Civic Leadership (BCLG) groups to identify and meet local needs for child care and early education. CCS consulted with these groups to identify current and future child care needs and establish long-term plans. Licensing staff and ECE/R&R representatives participate on a regular basis.

5. Support healthy development of children in early childhood and out-of-school time settings.

Nurse Consulting Services: CCS coordinates with the South Dakota Department of Health to offer nurse consulting services both in child care programs and with the Reach Out and Read (ROR) early literacy project.

Social-Emotional Project: CCS partners with four regional Mental Health Centers to offer technical assistance and screening services to child care centers and providers. SED funding is blended with CCDF funds when appropriate to increase services to children at risk.

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Project 8 Child Safety Seat Project: CCS coordinates the Governor's Project 8 Care Safety Seat project in cooperation with the regional ECE/R&R sites. Child care facilities serve as hosts to child safety seat inspection clinics where trained safety seat technicians demonstrate and educate adults on proper safety seat installation and usage.

6. Increase availability and quality of infant/toddler care and education.

See Section 5.1.1

7. Increase quality of care and education for children ages 3 to 5 in South Dakota.

See Section 5.1.2.

8. Increase quality and availability of out-of-school time programs for K-8th grade youth.

See Section 5.1.5

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

Alliance - The Division of Child Care Services is responsible for ensuring that coordination occurs in partnership with the SD Alliance for Children. Coordination entities or funding streams that are formally coordinated include:

1. **Head Start** – Full-day/full-year services at local head start programs in Rapid City and Sioux Falls. The Head Start program is operated within the child care program where CCDF and Head Start funds are blended.
2. **TANF** – TANF and CCDF funds work together to ensure families have access to child care options through One-Stop Career Centers and contracts for slots.
3. **Local School Districts** – CCDF funds combined with local funding from school districts and parent fees help to sustain out-of-school-time programs.

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4. **Department of Human Services** – Social-Emotional project with partnerships with four Community Mental Health Centers. SED funding is blended with CCDF when appropriate to increase services to children at risk.
5. **Department of Health** – nurse consulting services in the child care program and coordination with the ROR project. Coordination occurs at the local level with Community Health Centers.
6. **Pathways to Professional Development** – Coordination of statewide professional development system in collaboration with the local ECE/R&R sites and other training delivery systems ensures quality training options and formal career path for practitioners.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

It is expected that coordination between CCS and all entities described above will continue into the future. Coordination with the Alliance is fluid and changes are expected within the next two years as opportunities and initiatives emerge.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: *See below*

Manner of notifying the public about the statewide hearing: *See below*

Date(s) of public hearing(s): June 5, 2007

Hearing site(s): *See below*

How the content of the plan was made available to the public in advance of the public hearing(s):

A brief summary of the public comments from this process is included as **Attachment 2.2.**

The following information ran as a display ad in all major South Dakota newspapers between May 9 and May 11, 2007. In addition, the information was available on the

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Child Care Services website. Notice was also given to various child care related associations and advocacy groups.

The Department of Social Services' Division of Child Care Services will hold a public hearing on the two-year State Plan for Child Care Services on Tuesday, June 5, 2007, from 7-9 p.m. (CDT) at the following Dakota Digital Network Sites: Aberdeen: NSU Library Rm. 117, 1200 S. Jay St.; Brookings: SDSU SPC 203, 101 Pugsley Center; Mitchell: Mitchell Technical Institute Rm. 155, 1800 E. Spruce St.; Pierre: State Capitol Building, Studio A; Sioux Falls: University Center Bldg. Rm 282, 2205 Career Place; Spearfish: BHSU, Library Room 011, 1200 University Station; Vermillion: USD, Old Main Bldg. Rm 204, 414 East Clark; and Watertown: Lake Area Technical Institute, 230 11th St. NE/Main Bldg Rm 125.

The purpose of the hearing is to solicit comments on the proposed two-year plan for the administration of the Federal Child Care Development Fund. Provisions for direct child care services and for increasing availability, affordability and quality of child care in South Dakota will be addressed.

Interested parties may appear in person at the hearing or send written comments to the Department of Social Services, Division of Child Care Services, 700 Governors Drive, Pierre, SD 57501-2291. The proposed plan may be accessed at: <http://dss.sd.gov/childcare/> or by contacting Child Care Services at 1-800-227-3020 or (605) 773-4766. Written comments will be received at the address indicated above until June 19, 2007.

Notice is further given that the public hearings will be held in handicap accessible buildings.

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

- ☒ Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

SD Family Child Care Mentoring Project: The SD Mentor Project began as a joint venture between Child Care Services, the SD Family Child Care Association, and the Minnesota Licensed Family Child Care Association in June of 2003.

In 2007, CCS contracted with the Family Child Care Professionals of SD (FCCPSD) to develop a South Dakota specific curriculum which could be offered on a regional basis to allow the highest possible participation from family child care providers.

During the next two years plans are to continue to add to the current mentor pool.

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Seasoned mentors will become “co-trainers” which will encourage professional growth and a new trainer resource for South Dakota.

Bush Foundation: since November 1997, South Dakota has been awarded \$6.9 million from the Bush Foundation to improve the quality of infant and toddler care in South Dakota. The funds are being used to educate trainers throughout the state regarding the unique needs of children birth to age three. Over 152 people have been trained in the WestEd curriculum as trainers, a highly regarded research-based program that responds to the particular needs and developmental characteristics of infants and toddlers. Following this intensive training, selected individuals returned to their local communities to offer accessible and affordable infant-toddler training programs to local child care providers. Since October 1998, 2,028 infant-toddler-training sessions have been conducted as of 12/2006 across the state. Plans for the next two years include writing proposals for the 10th and 11th years of funding and refining goals and objectives to measure specific outcomes.

The South Dakota Infant-Toddler Conference – The 4th Annual Infant-Toddler Conference will be held in August, 2008. Trainers from the Infant-Toddler, Responsive Parenting and Social-Emotional projects as well as other professional resource partners gather for training updates. The 2007 conference featured Dr. J. Ron Lally, internationally known expert in the area of infant and toddler development and care. This two-day conference is co-sponsored by the Division of Child Care Services and the South Dakota Institute for Infant Toddler Development and Care.

The South Dakota Institute of Infant Toddler Development and Care -The South Dakota Institute for Infant Toddler Development and Care is a resource center funded by the Archibald Bush Foundation and located at South Dakota State University. Its mission is to support the efforts of the state’s network of training available for those who provide care to infants and toddlers. Through South Dakota’s ECE/R&R system with their Infant Toddler Specialists and with the Tribal Infant Toddler Coordinators, the Institute provides educational research based outreach with newsletters, information sheets, presentations, telephone conferences, workshops, and direct consultation. Ongoing collaboration with the Institute will occur in the coming years. Division of Child Care Services staff participate on the advisory board.

Early Childhood Enrichment (ECE) Programs (Also known as R&R) - For the development of all aspects of training delivery for early childhood and school age programs. ECE programs deliver over 1,260 training sessions per year for over 3,500 child caregivers and 2,000 parents and guardians each year.

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Located in Aberdeen, Brookings, Pierre, Rapid City, and Sioux Falls the following services are provided:

- On-site technical assistance and telephone consultations on issues such as guidance and discipline, developmental encouragement and financial management
- Early childhood education including professional growth classes on issues such as child development, age-appropriate activities, effective guidance, and program management.
- Resource lending libraries with professional resources, information, early childhood publications, and a developmental toy and equipment library. In addition of school-age specific resources and “theme units” are marketed and disseminated to OST programs in the regions.
- On-site vision, hearing and developmental screenings for children ages three to five.
- Parent education on such topics as choosing child care, health and safety issues, and child development.
- Serves as a state “system” for implementation and administration of a variety of projects such as Child Development Associate credential; Apprenticeship program; Out-of-School-Time programming; Healthy Child Care; Responsive Parenting; Infant-Toddler Caregiver Training Project; Mother Goose Literacy; Reach Out & Read; Social Emotional project; the state OST Certificate and Credential; etc.
- Administer Project 8, Governor’s Child Seat Program by educating parents, child care providers, and the public about the importance of having a child in a properly installed seat that is appropriate for the child. The offices are also responsible for distributing child seats to individuals who meet the income eligibility requirements.

Continuation of the above programs will ensure quality activities occur throughout the state.

Recruitment of Child Care: Part of the Department of Social Services Strategic Plan is to focus extensive recruitment efforts in South Dakota communities that are struggling with lack of child care options. CCS staff will involve the community members, local Extension Offices, media, etc. in their efforts to ensure awareness of the issues and the impact that lack of child care can have on a community.

Statewide Afterschool Network Planning Group: Child Care Services has helped to coordinate planning efforts to establish a statewide after school network in SD.

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Several planning meetings have been held, including an invitational information meeting in Pierre in October 2006. CCS is collaborating with Dept. of Education – 21st Century Community Learning Centers, SDSU Cooperative Extension Services/Youth Development-4-H, SoDakSACA, SD YMCAs, SD Boys & Girls Clubs, SD Alliance for Children, and the SD Voices for Children on this project, and the group will be submitting a grant proposal to the C.F. Mott Foundation in June. CCS continues to research, make connections, and share information from other state networks to the planning group. If funded, CCS will become an official partner of the SD Afterschool Network, and continue to recruit other outside partners, both private and public, as well as provide resources and technical assistance to the group.

Communities of Promise: CCS will continue to collaborate with the America's Promise Alliance for Youth by encouraging communities in South Dakota through our connections with after-school programs, Cooperative Extension educators, the Municipal League of SD and others to become "Communities of Promise" and have them begin to look at how their own communities provide child and youth the five promises: 1) Caring Adults, 2) Safe Places, 3) a Healthy Start, 4) Effective Education, and 5) Opportunities to Help Others.

☐ No.

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PART 3 CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:

- (1) a description of the form of the certificate (98.16(k));
- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and
- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the mix of \$98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

A Child Care Certificate for long-term child care needs can be used to obtain child care from any eligible provider statewide. Families may change providers at any time by notifying the department of the new provider's name, mailing address, and phone number. The certificate contains the following information: date, certificate number; name of family; name of provider; provider ID number; verification the family has been authorized to receive assistance from Child Care Services; the period of time the certificate is valid; names of children authorized to receive assistance; maximum number of hours authorized; payment rate; family co-payment and Child Care Services maximum payment amount.

The department must determine eligibility within 10 working days of the application being received. Upon approval of the eligibility, a Child Care Certificate (CCC) is issued to the applicant. The CCC is a direct certificate to the applicant and affords them the greatest selection of providers. The CCC can be used with any provider that is licensed, registered with standards or a qualified unregulated provider such as in-home, informal, or relative provider.

Statewide use of a coupon system for TANF families is available. The coupon may be used for TANF families with immediate short-term child care needs such as job search or job club and job readiness activities. Coupons are supplied to TANF Employment Specialists and Caseworkers statewide and are used as needed for their TANF

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applicants/recipients.

TANF families who are eligible for childcare benefits will receive an application from a TANF Employment Specialist or Caseworker. Non-TANF families that are potentially eligible for childcare benefits can receive an application from their local One-Stop Career Center or Social Service office and from the state office in Pierre. If requested, an application can be mailed directly to the family. A 1-800 number and web-site are also available to assist families and providers from across the state. Applicants are able to download an application and have the choice of mailing it or submitting it directly to the department via the Internet.

The provider may bill bi-weekly or monthly, with payment made to the provider within 15 working days from receipt of the request for payment form. Payment is generally made within 5 days of receipt, but the 15 days gives the department some cushion if unforeseen circumstances arise.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- ☒ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

In a joint effort with the Rapid City and Sioux Falls TANF programs (Dept. of Labor One-Stop Career Centers), child care slots have been contracted with one child care center in each community. These areas of the state serve an above-average number of TANF families. The contracted slots allow TANF applicants/recipients greater flexibility in child care choices. The outcome of the program allows TANF recipients to begin work/job search activities immediately while having the assurance of a quality child care provider. If they choose not to use the contracted slot, a certificate is also offered to ensure parental choice.

- ☐ No.

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3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

- ☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))
- In-home care must be provided in the applicant's home and only for the applicant's children. The provider must be at least 18 years of age and maintain separate residence from the applicant.
 - The applicant and the provider are required to self-certify within 10 days of authorization that minimum health and safety requirements are met.
 - A Central Registry Screening for child abuse and neglect must be completed within the first six months of authorization. The actual screening form for child abuse and neglect must be received by CCS within 30 days for processing. Once CCS receives all 10-day forms, a certificate will be issued for 30 days. If the 30-day forms are received within the required time frame, the ending date of the certificate is extended for the full six months. If the 30-day forms are not received within the proper time frame, the certificate will be allowed to expire and a computer generated closure notice will be sent.
 - Each provider is informed of the US Department of Labor employment and minimum wage requirements.

Note: Relatives (aunts, uncles, grandparents and great grandparents) that provide in-home care are not required to maintain a separate residence from the applicant or comply with the Central Registry Screening requirements.

Reasons for limiting in-home care are to assure that basic health and safety requirements are met. Limits have also been developed to reduce the risk of emotional and/or physical harm to children in care.

☐ No.

3.1.4 Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

☒ Yes.

☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

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3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of 10-1-2007

Note: Payment rates for children with “advanced” special needs as described in 3.4 are negotiable depending on the situation and the need for child care.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: March 2007 . (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)
- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

☒ Yes.

☐ No.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. (**See Guidance for additional information.**)

The SD rate ceiling is set at the 75th percentile.

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- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e., describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

Rates ensure equal access as they are set at the 75th percentile.

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☒ Yes. If, yes, **describe**.

Rates are set by county and provider type to ensure equitable access for families.

☐ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☐ Yes. If yes, **describe**:

☒ No.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13

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but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

			IF APPLICABLE	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$2,685	\$2,282	N/A	N/A
2	\$3,511	\$2,984	\$2,282	65%
3	\$4,337	\$3,687	\$2,862	66%
4	\$5,163	\$4,339	\$3,442	67%
5	\$5,990	\$5,091	\$4,022	67%

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective: March 1, 2007

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b)) *Income is described below*

- Countable earned income includes: wages, salaries, commissions, tips, work study, military pay, vacation or sick pay, rental income from a boarder, and self-employment.

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- Countable unearned income includes: pensions, VA benefits, alimony, child support received, retirement, Social Security, interest income, periodic and lease income, worker compensation, unemployment benefits, TANF, inheritance, and monetary gift.
- Non-countable income includes; tax refunds, Earned Income Tax Credit, work expense reimbursement, and SSI-disability.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?
 - ☒ Yes. If yes, **describe** what type of income is deducted or excluded from total family income.
 - The amount of child support paid out by the family, is deducted from the gross countable income.
 - A 4% earned income deduction is allowed when determining income eligibility.
 - ☐ No.

- Is the income of all family members included?
 - ☐ Yes.
 - ☒ No. If no, **describe** whose income is excluded for purposes of eligibility determination.
 - The earned income of a minor child residing in the applicant's home is not counted.
 - If the applicant is a minor, the earned income is countable when determining eligibility.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

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☐ No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

☐ No.

☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☒ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

☐ No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☒ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)
See 3.4.2 regarding children with “advanced” special needs.

☐ No.

3.4 Priorities for Serving Children and Families

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility	(a)	(b)	(c)	(d)	(e)
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Category	Guarantee subsidy eligibility	Give priority over other CCDF- eligible families	Same priority as other CCDF- eligible families	Is there a time limit on guarantee or priority?	How long is time limit?
Children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families <u>receiving</u> Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- 3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

Should funding shortfalls require prioritizing of children served, children with special needs and families with very low incomes would be given first consideration to receive child care subsidy if caseloads are reduced.

- In order to be considered special needs, a child must be: under age 19 and physically or mentally incapable of self-care (as verified by a physician, physician's assistant, nurse practitioner, psychologist, psychiatric social worker, special education teacher, physical or occupational therapist, or social worker), or who is under court supervision.

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- Children with Advanced Special Needs: An initiative to increase the availability of child care options for children with advanced special needs. The program is designed to help families with children with special needs that do not fit into the regular child care subsidy program and have limited child care options. These children usually require special services that cost more than the established reimbursement rate. The goal is to assist families with their child care costs so they can work and at the same time keep the child in the least restrictive environment. The program allows for a higher reimbursement rate for the child care provider which is negotiated depending on the need, a 20% income disregard and consideration of income at a maximum of 85% of the SMI. This is a collaborative effort with the Department of Human Services, Office of Developmental Disabilities; Department of Education, Part B & C; and the Department of Social Services, Office of Child Care Services and the Office of Medical Services.
- Families with incomes below 100% of the Federal Poverty level are not required to make a co-payment

3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

(a) Families receiving Temporary Assistance for Needy Families (TANF):

- Since TANF families are below 100% of the Federal Poverty Level, they are not required to make a co-payment. TANF families participating in activities approved by the TANF Employment Specialist are eligible for reimbursement of childcare costs for those activities. Applications are available through the TANF Employment Specialists located in each One-Stop Career Center (Job Service) or Economic Assistance offices throughout the state. Non-TANF families may also receive applications at these offices.
- Applications must be mailed or faxed to a central location for processing. Applicants may have their applications mailed or faxed by any Job Service or Economic Assistance office throughout the state. Applicants are also able to access, complete, and submit an application via the Internet. TANF recipients/applicants are able to submit applications while meeting with their Caseworkers or TANF Employment Specialists. This helps ensure that the client is following through with all necessary steps toward gaining self-sufficiency.

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Anyone wishing to apply for assistance via the Internet can do so at any place having Internet access such as, home, work, school, or public libraries.

- TANF Families needing short-term childcare for activities such as job search can receive a special coupon authorized by their Caseworker or TANF Employment Specialist. Use of these coupons facilitates quick access to childcare and eliminates turn-around time for application processing.
- Due to child care costs exceeding the hourly reimbursement rate for some TANF families, CCS is implementing a process to help cover these additional costs. CCS will pay these providers at the 75th percentile as established by the most current market rate survey. The child care provider will sign a memorandum of understanding and agree not to pass the additional costs on the TANF family. CCS will streamline the billing process to allow child care providers to bill and receive reimbursement by submitting one request for payment.

(b) those attempting to transition off TANF through work activities:

- CCDF funds will be used to meet the needs of families in transition off TANF. These families can receive one year of continuous eligibility before entering into the regular child care assistance program. The Division of Child Care Services is responsible for payment of these services to a wide range of providers available to the family such as family child care, center care or informal type care.

c) Those at risk of becoming dependent on TANF:

- Families who meet eligibility criteria can apply and receive assistance if working and/or attending school. Presently all families that apply are served and child care providers are paid by the Division of Child Care Services as stated above in section (b). Families at risk of becoming dependant on TANF can readily access CCDF due to their income.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

☒ No.

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3.4.5 Does the Lead Agency serve all eligible families that apply?

☒ Yes.

☐ No.

3.4.6 Does the Lead Agency maintain a waiting list?

☐ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

☒ No.

3.5 Sliding Fee Scale for Child Care Services

3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of March 1, 2007.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☒ Yes, and the following **describes** any additional factors that will be used:

- Establish a base for income after childcare expenses are paid.
- Co-payment will not drop the monthly income after childcare costs below 105% of the Federal Poverty Level (FPL).
- Co-payment will not exceed 15% of gross family income.
- Fee structure for childcare will not curtail parent choice.
- Co-payment will remain constant, which allows families to choose various types of care and does not encourage purchase of cheaper and lower quality care.
- Childcare reimbursement rates will be commensurate with the type of care provided and geographic area as established by the market rate survey.
- Co-payments will not be required for TANF due to family incomes always being below 100% of the FPL.

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- Co-payments are not required for children in protective custody on a case by case basis.
- Non-TANF families whose income falls at or below 100% of the FPL will not be required to make co-payments. Families who are between 100% and 105% of the FPL will pay a minimum co-payment of \$10.00 per month. Families whose income is above 105% of the FPL will pay the difference between the countable gross income and 105% of the FPL, with minimum co-pay of \$10.00. The co-payment is calculated by subtracting 105% of the FPL (according to family size) from the countable gross income.
- Co-payments will not increase as the cost of care increases, i.e. center care.
- A 4% earned income deduction is allowed when calculating the annualized income.
- A six-month continuous eligibility cycle will be maintained as long as a family continues to meet certain eligibility requirements.
- A one-year continuous eligibility cycle will be maintained for families enrolled in licensed Head Start programs offering full-day/full-year child care that have a signed agreement with the Department. Co-payments will not increase as income increases during the one-year certificate.
- A one-year continuous eligibility cycle is granted to families who have transitioned off of the TANF program due to increased income.
- Income shall not be counted for applicants who have adopted or received guardianship of children through the state of South Dakota Division of Child Protection Services.
- Maximum childcare hours allowed is 210 per month.
- Students enrolled in post-secondary education shall be exempt from any work requirements as long as they are attending 80 hours of actual in-class time per month. If a student is not attending 80 hours of actual in-class time per month, he/she will be required to work enough hours so that the combination of work hours and actual in-class time is a minimum of 80 hours per month.
- Regulated child care providers will be allowed to bill for hours children are absent from their care while attending Head Start or a preschool operated by or under contract with a school district if the child would normally be in care during those times.

☐ No.

3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒ Yes.

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- ☐ No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2.**

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$ _\$1,431 per month_____.

The Lead Agency must **select ONE** of these options:

- ☒ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☐ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

- ☒ Yes.
- ☐ No.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

- Establish a base for income after childcare expenses are paid and will not drop the monthly income, after childcare costs, below 105% of the Federal Poverty Level (FPL).
- Will not exceed 15% of the gross family income.
- Does not curtail parental choice and remain constant regardless of the type of care the parent chooses.
- Do not increase as the cost of child care increases.

Families whose incomes are between 100% and 105% of the FPL will pay a minimum co-payment of \$10.00 per month. Families whose income is above 105% of the FPL will

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pay the difference between their gross income and 105% of the FPL with minimum co-pay of \$10.00 per month. 4% of the household's annualized earned income is disregarded.

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PART 4

PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation parents must provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Parents are informed of the availability of child care services and about child care options through local R&R agencies, Employment Specialists in local Career Centers and TANF offices. Brochures are made available to local service agencies and organizations and child care providers. A web site with detailed information regarding the child care assistance program is also a useful tool. <http://dss.sd.gov/childcare/subsidyprogram/>

Applicants seeking assistance for short-term care who apply for TANF are eligible for a child care coupon. The coupon is good for 30 days. Families authorized to use the coupon have no available income and are at or below 100% of the Federal Poverty Level. The co-payment is waived for this short time frame. These applicants are often diverted from TANF and will need no further benefits other than child care. If they do qualify for TANF benefits, a childcare application will be made available to the client by the TANF Employment Specialist.

TANF and non-TANF childcare assistance (including foster families with children in custody) is provided to eligible applicants via a childcare certificate or coupon. Parents may utilize the childcare certificate at an eligible provider of their choice.

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Transitional Child Care (TCC) is available for up to 12 months of continuous eligibility for families transitioning off TANF. Families, who were on TANF the previous month and are taken off due to increased earnings, child support, or a combination of both, automatically qualify for TCC. TCC is determined up to 200% of the FPL. Applications are automatically sent to all potentially eligible families at the time of TANF case closure.

A one-year continuous eligibility cycle will be maintained for families with dual eligibility for Head Start and Child Care and who are enrolled in a full-day/full-year licensed Head Start program. These programs have signed a Memorandum of Understanding with the Office of Child Care Services.

Within six months of initial child care eligibility, applicants are required to complete an application for enforcement services with the Division of Child Support on all children under the age of 18 who reside in the household. Once a case has been established, the applicant must cooperate with the Division of Child Support in keeping the case open and maintained for enforcement.

Non-TANF applicants who are potentially eligible for child care assistance can receive an application from the state office, any local Department of Social Services, or Career Center office. If requested, an application can be mailed directly to the applicant. A 1-800 number is also available to assist families and providers with their questions and concerns from across the state. An application can also be requested or downloaded on the Child Care Services web site. Applicants are able to complete and submit applications on-line through the Child Care Services web site.

Families are also informed of the program by economic assistance caseworkers and staff within each Department of Social Services office across the state. Brochures describing the program are placed at various public and private agencies. A Child Care Outreach Worker is located in the largest reservation area to assist families and providers in completing required paperwork for greater access of the program. This worker assists families with completing applications, securing proper verifications, assisting the child care provider in submitting appropriate information for payment and eligibility determination.

Families who may be eligible for childcare assistance include:

- TANF families who need child care to meet work requirements or work readiness activities;
- Families transitioning off TANF (TCC eligible families);

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- Families who have exhausted their 12 months of Transitional Child Care(TCC) benefits;
- Non-TANF families who are employed, receiving food stamps, and having a child care expense;
- Non-TANF families enrolled in education and training who are attending 80 hours of actual in-class time or having a combination of actual in-class time and work hours so that the combination of the two is a minimum of 80 hours per month;
- Non-TANF working families with income below 200% of the Federal Poverty Level (FPL);
- Families who left TANF due to employment, but were not eligible for TCC;
- Foster families caring for children in the custody of the State of South Dakota.

TANF families are always below 100% of the FPL and are not required to pay a co-payment. Assistance for childcare services is provided based on a sliding fee scale. Childcare services are funded at an average of the local market rate. Children with special needs will be funded at 200% of the FPL. A child with special needs is defined as a person who is physically or mentally incapable of caring for himself or herself.

Eligibility for TANF families is determined at the local level by the Economic Assistance caseworkers. These caseworkers are responsible to inform families of the TANF exemption. Job Service Employment Specialists assist TANF and non-TANF families in securing child care benefits. Caseworkers located in the state office determine eligibility for non-TANF childcare assistance once an application is received. Verification methods include: review of wage verifications provided by the applicant, employer contacts regarding hours worked and wages, consultation with economic assistance caseworkers, computer systems access to various state administered programs, other income sources, authorization of in-home or relative providers, and verification with licensing staff of child care provider status. A case record is established and a 6-month certification period is assigned. The eligibility level is locked in for a period of six months as long as all program requirements are maintained. Eligibility is locked in for a period of one year for applicants utilizing programs offering full-day/full-year Head Start as part of a collaboration effort between the child care provider, Head Start, and Child Care Services. Families in transition off TANF meeting program work requirements benefit from certificates that are locked in for one year of continuous eligibility.

Once eligibility is determined for TANF and non-TANF families, a Child Care Certificate (CCC) is issued to the applicant. The CCC is direct assistance to the

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applicants and allows for the selection of the provider of their choice. A CCC can be used at any provider who is licensed, registered with standards, or in the process or becoming registered or licensed. The CCC can also be used for qualified relative, in-home, or informal (friend of the family providing care for only the applicant's children) care providers.

Additional information provided along with the CCC, includes:

- Eligibility amounts and co-payments
- Responsibility for co-payments
- Change of status information-i.e. number or hours, change of providers, address changes, and employment changes
- Right of access to children
- Right of choice of provider
- Complaint procedures
- Certificate expiration date

Childcare providers are issued a manual that includes the following information:

- Provider rights and responsibilities
- Parent's right to access and choice of provider
- Procedures for submitting payment claims
- Education and training opportunities
- Information regarding regulation and licensing
- Complaint procedures.

The child care provider submits a request for payment form on a bi-weekly or monthly basis to the Department of Social Services, Division of Child Care Services for the actual hours that care is provided for the child(ren). Child care providers can also submit request for payment forms on-line via the Internet.

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

<https://www.state.sd.us/applications/ss45/ChildCareAssistance.asp>

4.1.2 Is the application process different for families receiving TANF?

☒ Yes. If yes, **describe** how the process is different:

A simplified TANF application was implemented to avoid excessive reporting by the applicant. School schedules, pay stubs and work schedules do not need to be submitted with the TANF application as these are provided to the Employment

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Specialist. The front page of the TANF child care application is completed and signed by the Employment Specialist verifying the TANF activity the client is in and the hours of child care need. The back page of the application is completed and signed by the applicant and verifies the child care needs and child care provider information.

☐ No.

- 4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

All print materials such as brochures, applications, web site information, child care provider information, etc. indicates the various provider types available to families to ensure parental choice. Each provider type is defined in detail so families are aware of their options.

- 4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

☐ Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

Child care subsidy program brochures are currently available in Spanish. Child Care Subsidy applications are in the process of being translated into Spanish. In addition, interpreter services are available through a link with InterpreTalk telephonic interpreting services. This company provides interpreters for 39 common languages. A sign is prominently displayed in the CCS office which offers this service, written in each appropriate language.

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4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

All state regulated childcare providers are required to post the final inspection report within the licensed facility. The final inspection report lists all substantiated complaints received within the previous licensing year or registration time period as well as whether the program is in major compliance with specific areas of regulations or not. The report also contains a list of any corrective action measures that took place as a result of a complaint or regulation non-compliance. Information from the final inspection report can also be obtained at the local Child Care Services office. Providers who are placed on a plan to correct non-compliance issues are also required to post a notice in the facility that indicates the program is currently on a Corrective Action Plan. For unregulated child care providers, allegations of child abuse and neglect are referred to the Division of Child Protection Services for their attention.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

State administrative rules for licensing and child care assistance require that parents have unlimited access to their children in all types of provider categories. If a complaint is received on a state regulated provider, the Child Care Services licensing staff investigate the issue and establish any necessary corrective action measures.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

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NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: _____.

- "appropriate child care":
“Appropriate child care” means the provision of care that meets minimal health and safety standards and the developmental needs of children.
- "reasonable distance":
The child care provider is located in close enough proximity to the parent home or workplace to allow children to be transported without risk of harm.
- "unsuitability of informal child care":
The provision of informal care is determined unsuitable when the health and safety or developmental needs of children are at risk.
- "affordable child care arrangements":
Affordable childcare arrangements ensure equal access can be maintained without undue financial hardship to the family.

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PART 5

ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infant-Toddler Training: Support from the Bush Foundation combined with CCDF funding, has created a training delivery system specific to infant and toddler (age three and younger) care across the state and on six reservation areas. Over 152 individuals have been trained in the WestEd curriculum for infant and toddler caregivers as trainers. Since the WestEd curriculum is accepted by the National Council for Professional Recognition and has been incorporated into the SDCDA training curriculum, Child Care Services is providing funding for WestEd training for not only Infant-Toddler Trainers, but also CDA and other trainers as well. These trainers are obligated to conduct up to 80 hours of training for child care providers in their own communities and are required to complete their certification papers with WestEd. The five ECE/R&R sites coordinate the training delivery and an infant-toddler specialist is located in each ECE/R&R site for that purpose. In addition, there is a tribal infant toddler coordinator located at each of the six reservation areas.

A special training incentive program has been implemented to encourage caregivers to participate in infant-toddler training. Regulated caregivers that complete 20 hours of infant-toddler training are eligible to apply for a \$200 mini-grant toward the purchase of infant-toddler specific resources or to assist in staff reimbursement for training attendance. Larger facilities are eligible for \$200 per staff with a maximum of \$1,000 per facility.

Infant-Toddler Program Improvement Plan: A state-wide pilot project was begun in 2006, in cooperation with WestEd Program for Infant Toddler Caregivers, to incorporate the use of the newly developed PITC PARS (Program Assessment Rating Scale) to be used in conjunction with the Environmental Rating Scales. The PITC PARS was developed to measure how well programs are implementing WestEd relationship-based

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care giving concepts and practices. It will provide additional information about the *quality* of the interactions between children and caregivers. Twenty-six of the original thirty-one programs completed this research study. Ten more programs will participate in this study in 2007. Incentives of \$500 for the pre-observation and \$500 for the post observation to purchase materials based on the action plans developed by the center in conjunction with their regional ECE/R&R program are provided via Bush and CCDF funding.

Fatherhood Initiative: Plans are in place to collect and review training materials which support the role of men and fathers in the lives of children. The fatherhood message will be incorporated into child care trainings across the state. Opportunities to assist providers in revising program materials, policies and practices to be more welcoming and inclusive of fathers will be offered through training and technical assistance. Resources from sources such as the National Fatherhood Initiative, the South Dakota based Rural Fatherhood Initiative, and others will be sought out.

Bright Start: is the Governor's early childhood/consumer education initiative and it is composed of the following components supported by the Office of Child Care Services:

- Parent/Infant Welcome Box is sent to every newborn infant in South Dakota. The items in the box are intended to assist parents as they help their babies get a good, healthy start in life. The Bright Start Box for South Dakota Children includes: a video on early brain development; information on the importance of reading and music for infants along with a book and music CD; Ages & Stages book; a Bright Start magnet with the 800 telephone number; Baby library card; and informational insets on immunizations, Back to Sleep Campaign, parenting classes, and much more. Information is also included on choosing child care.
- Responsive Parenting: A part of the Bright Start project, *Responsive Parenting* Training sessions are available to parents of children birth to age three. The goal of the six-week *Responsive Parenting* sessions is to help parents learn *how* their child is growing and developing so they can be more responsive to their child's needs. Coordinated by the five ECE sites, training is provided across the state by over 25 active trainers who have been trained in the use the Responsive Parenting curriculum. Childcare is also offered during the class sessions, which has increased participation by fathers. Trainers that conduct WestEd Infant-Toddler training for child caregivers are available to conduct the Responsive Parenting classes and have received special instructions on how to work with parents vs. child care providers. Fifty-six Responsive Parenting series were offered during

SFY '06 with 458 adults participating and impacted 868 children.

A review of the Bright Start Responsive Parenting program will be completed by July 2008 to ensure that the important role of men and fathers is addressed within

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the curriculum. Resources from sources such as the National Fatherhood Initiative, the South Dakota based Rural Fatherhood Initiative, and others will be sought out.

Provider Mini-grants: Participation in the ITERS-R, ECERS, and FDCRS is enhanced through an incentive process. Child Care Centers and Group Family Daycares may receive up to \$500 and Family Child Care providers may receive up to \$250 to purchase items from a Support Materials Request form that is submitted based upon the provider's action plan after the pre-observation.

Infant-Toddler Certificate/Credential Development: The South Dakota Infant Toddler Certificate was introduced in February 2005. To date, fifteen individuals have been awarded the Infant Toddler Certificate, which consists of 20 hours of entry level infant toddler training based on the West Ed curriculum and 45 hours of Child Growth & Development training that is part of the South Dakota Child Development Associate training curriculum. An individual may choose to go on from the certificate level to pursue a national credential consisting of 120 hours of training, in which case, the 45-hours of Child Growth & Development training will count toward the 120-hours. Child Care Services will also provide funding for the Infant-Toddler certificate and credential by offering Infant-Toddler Mini-grants and CDA Training Scholarships and CDA Assessment Scholarships.

All of the services and initiatives listed above under Infant-Toddler will continue for the 07-09 CCDF plan period.

Resource and Referral Services: The five ECE programs (also know as R&R programs) serve as a state system for implementation and administration of a variety of programs that help to improve the quality of child care. Training and on-site technical assistance are provided to adults involved in the day-to-day care and development of children and youth. In addition, each site serves as a regional hub, linking local services and resources for the benefit of parents, child care providers, Head Start staff, local employers, tribes, etc. The following services, some of which are explained on the following pages, are provided on a regular basis:

- Child Development Associate (CDA) credential
- Out-of-school time core, certificate and credential courses
- Training to meet licensing requirements
- Technical assistance to child care programs to help improve quality
- Healthy Child Care nurse consultant services
- Responsive Parenting and Infant-Toddler Caregiver training
- Mother Goose and Reach Out and Read literacy projects
- Passenger Safety Car Seat project
- Parental assistance with locating and choosing child care

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- On-site vision and hearing screenings
- Toy-lending libraries
- Child Care Referrals

ECE/R&R sites are located in Rapid City, Pierre, Aberdeen, Brookings, and Sioux Falls. Of the 31 staff persons under contract, 23 have a Bachelor Degree, and 5 have a Masters degree. In 2006, a Request for Proposal was sent out for the Early Childhood Enrichment Program in Region 2 located at Pierre Area Referral Services. The Right Turn, Inc. and Executive Director Teresa Johnson were awarded the contracts for the program. The new contract will start on June 1, 2007.

1. <u>Early Childhood Connections</u>	809 South Street Suite 304	<u>Rapid City, SD 57701</u>
2. <u>The Right Turn, Inc.</u>	124 East Dakota Ave.	<u>Pierre, 57501</u>
3. <u>Early Childhood Partners</u>	1500 N. Main	<u>Aberdeen, 57401</u>
4. <u>Family Resource Network</u>	Box 2218 SDSU	<u>Brookings, SD 57007</u>
5. <u>C.H.I.L.D. Services</u>	1115 W. 41 st Street	<u>Sioux Falls, 57105</u>

All of the services above under Resource and Referral Services will continue for the 07-09 CCDF plan period.

School-age Child Care:

Referred to in South Dakota as Out-of-School Time (OST)

Programs currently receiving or slated to receive quality funding are required to meet all licensing requirements as a contingency for continued funding. All school-age care programs, including school-based or other 21st CCLC programs, must meet licensing requirements, unless a tutoring-only program, or one that provides services on a random, or incidental basis.

Child Care Services continues to provide supportive services for after-school programs designed to serve elementary and middle school students up to age 13 during out-of-school time. Funding has been made available since 1998 to assist communities with start-up costs in the first year, and for up to two more years in reduced amounts, for the same project. CCS will continue to provide school-districts and schools technical assistance and information with regard to developing well-rounded and comprehensive after school programs, and continue to provide coordination in South Dakota for after school efforts. Limited funding for program enhancements will be made available pending budget availability.

Training on a regional basis will continue to be provided by the regional OST specialists located in each ECE (R&R) program. On-site technical assistance to assist school

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districts or communities in planning a quality after school program from the beginning to program inception continues to be offered by both the regional specialists, as well as licensing staff. OST specialists complete site observations at programs and provide feedback to the directors within a few days of the visit, making recommendations for quality improvement. Follow up visits are completed within six months or so of the initial site observation. Funding will continue to be used for the purchase of resource materials for school-age program development, as needed, as well as support for various school-age specific conferences and training events. The regional ECE offices will continue to provide OST core, certificate, and credential training ongoing, and make this available region-wide.

State OST Communications CCS provides information to state OST programs on an annual basis via OST email alerts; and a monthly e-newsletter. The alerts and newsletter include up-to-date information on new after school resources, state and national training opportunities, various state and national grant opportunities, information in SD from other collaborating partners, updates on critical issues that may affect program operation, upcoming meetings, etc.

CCS established a SD Afterschool Discussion List to enable OST programs in SD to discuss current issues, and readily access help or share ideas with other OST directors in the state. There are currently 161 users subscribed to this discussion list, and this has been an excellent way to share information, ask questions about burning issues, and do quick surveys.

Ongoing Training Opportunities All OST programs continue to be encouraged by CCS to attend regional OST workshops, the state SoDakSACA conference, the state 21st CCLC conference, and the annual national NAA conference ongoing.

Mott Grant for Afterschool Networks CCS has partnered with Dept. of Education, SDSU Cooperative Extension Services, SD School Age Care Alliance, SD Alliance for Children, and SD Voices for Children to establish a statewide after school network, and submit a three-year grant proposal to the Mott Foundation in 2007. CCS continues to research and provide information and resources to help the partners in this endeavor.

OST Development Guide/Program Booklet CCS plans to collaborate with Dept. of Education to develop a SD OST Program booklet.

State OST Certificate/Credential Development CCS plans to continue working with BHSU to offer college credit for the 45-hour credential training; however, we hope to collaborate with SDSU to articulate the credential classes into credit with their new “Youth Development” degree.

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OST Accreditation Project – This program began in 2004 to encourage programs to work toward higher quality by becoming nationally accredited. CCS provides funding to pay for the required materials, application fees, and the endorser visits. Incentives have been helpful to cover incidental costs in planning, etc. In 2004, SD had one accredited OST program (Ellsworth AFB). Since the project started, six additional programs have become accredited.

All of the services and initiatives listed above under school-age child care will continue for the 07-09 CCDF plan period.

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

\$ 3,208,614.00 (15.21%)

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5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Activities that increase parental choice	<input type="checkbox"/>		<input type="checkbox"/>
Other activities that improve the quality of child care (describe below).	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Other activities that improve the availability of child care (describe below).	<input checked="" type="checkbox"/>		<input type="checkbox"/>
(§98.51(a)(1) and (2))			

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- 5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.0

Comprehensive Consumer Education:

- **Quality Improvement System** - Child Care Services is in the process of developing a Quality Ratings System (or “Star” system) which will provide an understandable system whereby parents can evaluate child care programs by identifying criteria specific to each Star level. The program should be in the planning and implementation phase for the next two years. Expected results are to have in place criteria that parents will recognize to determine the various levels of quality available to them.
- **Bright Start Update** - A form of consumer education, the Bright Start Update – designed to get SD children off to a good start. Monthly updates are provided to parents of newborn babies on child health related topics, child development topics and other issues that affect babies including various articles on choosing child care and how to work with your child care provider. To date, approximately 6,000 families have requested the update via mail or electronically. It is the philosophy of the Office of Child Care Services that the more parents learn regarding child development the better they can recognize good child care choices. The consistency of care from parent to child caregiver and back to parent needs to be recognized and nurtured. Child Care Services has partnered with the SD State University Cooperative Extension Services to write and produce this publication. This is an ongoing program and will continue for the next two years. This is a volunteer sign-up process. Expected result is to increase sign-up by 10% (600 families) within the next two years.
- **Inspection Reports** - State regulations require regulated homes and centers to post final inspection results so parents have access to that information without having to ask the provider. The regulation also requires the posting of the phone number and address for the CCS licensing office in order to increase the consumer’s awareness of the Department’s licensing program. When a facility is involved in a corrective action, a notice must be posted in the facility alerting the consumer to the situation. Expected results are that families have easy access to licensing workers and inspection reports that they would not necessarily be aware of if they were not posted.

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Grants or Loans:

- **Health & Safety Grants** This is an ongoing funding cycle available each year to assist child care providers in meeting current health and safety standards and to improve the overall quality of child care across the state. The majority of funding has been used for installation of fire safety devices, egress windows, and fences. In addition, new providers may apply for limited funds for equipment necessary to start a program, such as cots, mats, cubbies, child size tables/chairs, changing tables, etc. Licensed providers who choose to expand their facilities to serve more children, especially infants and toddlers, also qualify to apply for equipment as well. Infant/toddler capacity building remains a priority. This funding cycle will remain in place for the next two years as it is necessary to ensure safe environments. In the next two years it is expected that 340 grants will be awarded to child care programs to improve overall safety. Expected results include increased safety and improved environmental quality for child in care.

- **OST Grants**
Since 1998, CCS has provided three-year start up grants for the development of after school programs in South Dakota. In the past few years, the number of applicants for these grants has declined, partly due to the availability of 21st CCLC grant funding in larger amounts from the state Dept. of Education.

Information and technical assistance will be provided on an increased level with regard to sustainability efforts. If funding can be made available, small maintenance of effort grants would be made available to programs in rural communities currently running without any outside ongoing funding. Expected results include sustainability of programs, with no more than a 10% closure rate in the next two years.

- **Professional Development** Various grants are available to child care and early childhood associations such as AEYC, the Family Child Care Professionals of South Dakota (FCCPSD), South Dakota After School Alliance (SoDakSACA) and the South Dakota Association of Child Care Directors (SDACCD) for national speakers for conferences and leadership training opportunities. Expected results include increased quality of child care due to high-quality training opportunities and increased participation in early childhood associations.

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Monitoring compliance with licensing and regulatory requirements:

- Funding of CCS's licensing staff will be continued. The 10 Child Care Licensing Specialists and one supervisor provide timely and consistent enforcement of state regulations, technical assistance to providers and communities in maintaining or starting child care programs. A program specialist located in the state office of Child Care Services monitors policy and program operations. To better review the state's licensed child care environments the licensing specialists perform the programming portion of the annual inspection to assure quality of services and regular compliance with licensing regulations. Inspectors from the Department of Public Safety (DPS) also conduct one annual visit to assure licensed programs meet the fire and life safety requirements. Training and technical assistance with state DPS inspectors will continue in order to increase the quality and effectiveness of inspection services. Expected result will include continued monitoring to ensure that state regulations are met and quality of care is maintained.
- The writing is completed on a document that provides interpretation on the intent of rules and laws pertaining to child care regulation. The expected result of this document is a better understanding of the rules that child care providers need to abide by. We also believe when providers understand why each rule is in place, they are more likely to comply with the rule.

Rule Justification Document: CCS has developed a document as a means to provide clarity regarding the intent and need for all of the state regulations. The document serves as an educational tool by explaining, in a clear and easy to understand format, why each administrative rule exists. The document will be printed and disseminated to licensing staff, ECE programs, child care providers, and be available to parents upon request.

Professional Development, Including Training, Education, and Technical Assistance:

- **Quality Improvement System** – A voluntary quality rating or “star” system is being developed for implementation within the next two years. Child Care Services is in the process of developing graduated criteria for all types of regulated child care programs. Incentives and technical assistance will be available for all star levels. Additional funding will be used to assist programs in improving quality and reducing staff turnover which is at 44% in some areas of the state. Criteria will address

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sustainability, program management, parent and community involvement, etc. Anticipated results include higher quality of care, reduced staff turnover, and better informed consumers (parents). Pathways Core Standards Development – South Dakota Pathways Professional Development System was developed to help promote credential level training by offering entry level training specific to the credential path a child care provider wishes to pursue. This links all training that is offered through the ECE training system by adding a certificate level for each type of credential. Entry level training has been developed for the Infant-Toddler, Management and Out-of-School time providers. Expected Results include increased participation in ECE training leading to increased number of training participants in the SD CDA training program which will result in more providers with their CDA credential. This will result in a better educated, higher paid work force. In this plan year, entry level curriculum for Family Child Care and Preschool providers will be developed.

- **South Dakota Association of Child Care Directors** – The Division of Child Care Services collaborates with a group of center directors who form the South Dakota Association of Child Care Directors. The association provides technical assistance and support to center directors across the state and offers an annual directors conference. CCS will continue to support the association by funding a speaker at their annual conference, coordination of conference calls and meeting notifications. This group serves an important link to CCS in the development and implementation of child care center rules. Expected result is increased quality of care through training and networking of the membership and their staff.
- **Family Child Care Professionals of SD** Child Care Services worked with a group of trained family child care mentors to establish the Family Child Care Professionals of SD, an association of family child care providers whose purpose is to support family child care professionals and promote high quality child care for all children through advocacy, networking, and professional development. CCS assists in funding a speaker for the annual conference. Expected results include higher quality care due to increased training and networking opportunities for the providers who participate. An anticipated 250 family child care providers are expected to attend the 2008 and 2009 conferences.
- **Family Child Care Provider Accreditation** – CCS is assisting trained family child care mentors who are seeking accreditation through the National Association for Family Child Care (NAFCC). Financial assistance with the costs associated with this process and technical assistance through the ECE system are available. Expected result is higher quality care as the providers go through the self-study and observation process of accreditation. CCS anticipates 10-15 family child care providers will complete the accreditation process within the next 2 years.

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- **OST Director's Retreat** – continues to promote the development and quality improvement of school-age care. The training complements the fall SoDakSACA conference, and provides an opportunity for after school program directors and managers to have enhanced training to meet their specific needs. Recognizing that the field of school-age care is increasingly changing to accommodate academic needs of students, CCS is planning a two-day training by the National Institute on Out of School Time this year, on "Links to Learning in Afterschool Programs". CCS plans to collaborate in the future with the 21st CCLC program and the SD Afterschool Network to continue this opportunity. Expected results include more program directors statewide participating in the training, especially 21st CCLC programs which will create a stronger network of directors who understand what constitutes quality programming.
- **OST Accreditation Project** – Since 2004, CCS has coordinated the SD Accreditation Project with the regional ECSE offices. CCS provides funding to cover the cost of the Accreditation materials, application fees, and the Endorser visits. The regional OST specialists provide guidance and technical assistance to programs during their planning process, which can take up to two years. Group training on the Accreditation materials, and pre-site observation visits with feedback continue to make this project a success. This project will continue. Expected results include an interest in becoming accredited; and more programs moving toward quality.
- **Early Childhood Enrichment (R&R) Training System** Child Care Services contracts with five Early Childhood Enrichment programs located in Aberdeen, Brookings, Pierre, Rapid City and Sioux Falls provide for the implementation and coordination of quality training initiatives to improve the quality of child care. These sites provide training and on-site technical assistance to child care providers and parents. In addition, each office serves as the central point of contact in their region linking local services and resources for the benefit of providers and parents.
- **Early Childhood and School-age Leadership Certificate and Credential** – In Fall 2005, a pilot project was implemented with the South Dakota Association of Child Care Directors. This program was launched statewide in February 2006. In state fiscal year 2006, nine series of the 20 hour Early Childhood Management series training were held with 88 unduplicated students attending. .

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In May 2006, the Division of Child Care Services received notification that the South Dakota Leadership Credential is one of twelve State Director's Credentials that would be recognized by the National Association for the Education of Young Children (NAEYC) as part of the Alternative Pathways for our accreditation system. This state credential is recognized on the Pathways Career Lattice as a level III.

Expected results of this program is to continue to provide this training to child care providers to promote better educated program directors and leaders in the field. The curriculum will be continuously reviewed to ensure that it is meeting the needs of child care directors and add more management and leadership resources to the ECE resource lending libraries to support professional development.

- **OST Certificate and Credential** – This project began as an effort of the “Move to Quality” initiative in 2004. Once the OST ‘core’ (20-hour basic) training for after school programs was developed, after school program directors asked for more enhanced training statewide. Since many states were developing their own state credentials, CCS opted to develop a state-specific credential as well. Approved for Teacher Renewal Credit by the Dept. of Education has made the training an option for school-day teachers, who happen to work in after school programs.

Improving Salaries and Other Compensations:

- **Child Care Apprenticeship Project**- The South Dakota Apprenticeship program was created to reduce staff turnover in child care centers and increase the supply of well-trained child care workers through the utilization of the National Registered Apprenticeship System. The main goal has been to help stabilize the child care work force and improve the quality of care that all children receive. Caregivers employed in childcare centers and have received their Child Development credential participate in this program and will receive 4,800 on-the-job training and applied education that will articulate into a two or four year degree option. Since the beginning of the program in 2001, 39 child care centers have become registered Apprenticeship sites. South Dakota has 43 Child Development Specialists that have completed the requirements of the Apprenticeship program.

Partners in the Child Care Apprenticeship project include: Department of Labor, Department of Education and Cultural Affairs, South Dakota Public TV, South Dakota University Affiliated Programs, US Department of Labor, and Higher Education.

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- **SD Child Development Specialist Program-** In an effort to extend the benefits of the SD Apprenticeship program to those child care providers who are not able to participate in the program because they work in family child care or out of school time settings or whose programs will not sign the Registered Apprenticeship Program Agreement. The state program requires that participants take 4 college courses from the SD Apprenticeship College Course menu.

Expected results include a better educated work force in the child care field. The addition of this program to the current offerings will result in an increased number of participants involved in the SD Apprenticeship College Courses resulting in an increased number of training opportunities available to South Dakota child care providers.

SD CDA Project - SD CDA offers child care providers across the state the opportunity to receive training from one of the five ECE regions across the state. This training leads to the opportunity to apply for Assessment with the National Council to receive their CDA Credential. The credential often results in an opportunity to receive increased wages or position changes. Child Care Services offers SD CDA Training Scholarships and CDA Assessment scholarships to help offset the costs of this training. Participants often indicate they have received advancement on the job and increased compensation. Expected result will be a better educated, higher paid workforce in the child care field.

- **SD OST Credential Project** – This program offers after-school providers without a degree the opportunity to receive school-age specific training and the possibility of earning a state OST credential. Costs to obtain the training is minimal, through the regional ECE/R&R offices; and most of the students will be able to receive scholarship waiver of fees for the state assessment process. Expected results will be a better educated, higher paid, and more qualified workforce in the school-age care field.

Activities in Support of Early Language, Literacy, Pre-reading, and Numeracy Development:

- **Reach Out and Read (ROR)** – is a health provider based early literacy program developed at Boston City Hospital in 1989, by pediatricians and educators to encourage literacy development in young patients. This project is supported by the First Lady of South Dakota and is administered by the Office of Child Care Services. Tied to the Healthy Child Care project and local ECE (R&R) programs, clinics and

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community health offices were invited by the First Lady to participate in the program. Books and technical assistance are available at the local level from Healthy Child Care Nurse Consultants, Community Health Nurses and R&R programs. This is a collaborative effort between the Department of Social Services, Office of Child Care Services, Department of Health, Governor's Office and the National ROR Center. This program will continue with efforts to encourage local clinics to self-sustain within the next two years. Expected result will be to continue to provide services to 100% of Medicaid eligible children and to increase the number of ROR sites by 5% each year.

- **Get Ready to Read** - a national initiative to build the early literacy skills of preschool-age children. The initiative provides an easy-to-administer, research-based screening tool to early childhood educators, child care providers, and parents in order to help them prepare all children to learn to read and write. Child Care Services plans to coordinate with representatives of the Family Child Care Professionals of South Dakota. These representatives will be trained as trainers in the program during the National Association for Family Child Care conference. These individuals would then offer training to family child care providers and child care center staff in the use of this tool. Expected results will be have at least 50 child care providers per year trained in this screening tool to help identify children's readiness to read.
- *See Section 5.2 Early Learning Guidelines*

Activities to Support Inclusive Child Care:

- Training and technical assistance is provided on an ongoing basis to encourage providers to include children with special needs in the child care setting. Including all children is a topic area imbedded in all the various curriculum and training offerings within the ECE system. Licensing staff work one-on-one with programs requesting technical assistance and support when enrolling a child with a disability into their program. Expected result will be to increase child care options for children with special needs.
- The child care handbook includes a section the American's with Disabilities Act (ADA) requirements. The ADA provides a frequently asked questions piece related specifically to child care programs. Expected results of the document will be better educated providers in their responsibilities to children with special needs, increase child care options, and reduce misunderstanding surrounding children with special needs.
- "Inclusion Specialists" are located in each of the five ECE regions. These individuals

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will be the contact for families with children with special needs. The inclusion specialists will help with everything from finding child care to provide training to child care providers regarding inclusion. These individuals will also collect data to determine ongoing issues and gaps in service and report results at the end of one year. Expected results include increased child care options for children with special needs. It will also give the state a centralized place to gather data for future policy decisions.

Healthy Child Care America:

- The South Dakota Healthy Child Care Project is an ongoing program that is now supported in part by CCDF funding.
- Health Consultant services are coordinated through the Early Childhood Enrichment programs (R&R) and licensing so there is no duplication of services. A joint powers agreement with the Department of Health ensures that community health nurses are available in each county for services, training and other technical assistance upon request.
- To promote healthy child care settings, Child Care Services has established a stronger link with the SD Department of Health, Disease Prevention Office to encourage providers to cooperate (and enforce cooperation when necessary) with the handling of communicable disease cases in child care settings. When alerted to specific situations from the Department of Health, Child Care Services responds to the providers with support and technical assistance to help increase a provider's efforts to decrease spread of disease exposure in their facility. Expected results include decreased health issues and disease exposure in child care settings. The Department of Health is also looking to CCS staff for support and enforcement when a child in care is diagnosed with a contagious disease. CCS licensing specialists make contact with the provider or director to ensure the child is excluded from care as per the Department of Health recommendations.

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5.2 ***Good Start, Grow Smart* Planning and Development**

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 **Status of Voluntary Early Learning Guidelines.** Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1.**
- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Other (describe):**
Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

A Head Start Collaboration grant supported the work of a committee to develop SD Early Learning Guidelines (Guidelines) for children 3-5 years old. In 2003, the Department of Education, Office of Educational Services & Support conducted a planning and implementation process. A contract was then secured with the University of South Dakota to coordinate the planning and development process. A workgroup was convened

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in May 2003 and continued to meet as needed through the development of the standards in 2006.

The Early Learning Guidelines are now complete. The Guidelines include all domains of development for children 3 to 5 years of age to be used by preschool teachers, home and center childcare providers, Head Start staff, administrators, early childhood special educators, parents, and all who work with preschool-age children. These research-based standards identify the knowledge and skills that children should know and be able to do by the time they have finished their preschool years. This document includes standards in the areas of literacy, mathematics, social-emotional development, approaches to learning, science, health and physical development, social studies, and the arts.

The format for the Guidelines includes:

- *Standards* - which are general statements that represent the information and/or skills that children should know and be able to do.
- *Benchmarks* - which are sub-components of standards that describe what children should know and be able to do at specific developmental levels, which in this case is at the end of the preschool years, usually at the age of five, upon Kindergarten entry.
- *Teaching Suggestions* - Each of the Standard areas includes teaching suggestions that can be used by all who work with young children, including families.
- *Additional Strategies for Children who are Bilingual Learners* - Although all children can learn from these activities, there are additional suggestions for children who are bilingual language learners. This would include children who are learning English as a new language, children raised in bilingual environments, and children who speak English and are learning their native language. The term “bilingual learners” has been used throughout this document to refer to these children to be more inclusive of all children in South Dakota.
- *Adaptations for Individual Children* - There are also adaptations that can be made for individual learners. These individual learners will include children with special needs and any other children who will benefit from modifications in order to learn successfully. All children will be able to benefit from many of these suggestions.

A separate companion document is an Appendix to the Guidelines that contains a comparison of the Guidelines to K-12 and Head Start standards, a list of resources, and a list of books appropriate for children ages three to five.

The ELG standards have been printed and an implementation plan is in place. Dr. Gera Jacobs, University of SD is developing an ELG training manual designed specifically for trainers. A “training of the trainers” will be held in late 2007. This group of trainers will in turn provide training sessions across the state for child care providers in their regions. This training is being reviewed to become the entry level training for a state Pre-school

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Certificate and will be a part of the required training for the Quality Improvement Project.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒ Yes. If yes, **name standards**. The Early Learning Guidelines are aligned with the K-12 Content Standards as well as the Head Start Standards. The Early Learning Guidelines have been approved by the South Dakota Board of Education.

☐ No.

If developed, are the guidelines aligned with early childhood curricula?

☐ Yes. If yes, **describe**.

☒ No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

☐ Birth to three. Guidelines are included as Attachment 5.2.1

☐ Birth to five. Guidelines are included as Attachment 5.2.1

☐ Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

The Guidelines can be found on the CCS website at:
<http://dss.sd.gov/childcare/docs/Early%20Learning%20Guidelines/EarlyLearningGuidelines.pdf>

5.2.2 **Domains of Voluntary Early Learning Guidelines.** Do the guidelines for

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children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

☒ Yes.

☐ No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☒ Yes. If yes, **describe**.

The SD Early Learning Guidelines do address the following domains not specifically included in GSGS: social-emotional development, approaches to learning, science, health and physical development, social studies, and the arts

☐ No.

5.2.3 **Implementation of Voluntary Early Learning Guidelines.** Indicate the strategies the State used or expects to use in **implementing** its early learning guidelines.

Check all that apply:

- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☒ Partnering with other training entities to deliver training
- ☒ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☐ Other. Describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
<input checked="" type="checkbox"/> Publicly funded (or subsidized) child care	<input type="checkbox"/> Publicly funded (or subsidized) child care
<input checked="" type="checkbox"/> Head Start	<input type="checkbox"/> Head Start

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<input checked="" type="checkbox"/> Education/Public pre-k	<input type="checkbox"/> Education/Public pre-k
<input checked="" type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input checked="" type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input checked="" type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input checked="" type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input checked="" type="checkbox"/> Other. Describe:	<input type="checkbox"/> Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

The Early Learning Guidelines were written to provide support for professionals working with children from a variety of linguistic and cultural backgrounds. The Guiding Principles acknowledge that children's development reflects their cultural, linguistic, family and community diversity. The document also encourages all early childhood environments to honor, respect, and support children's culture, language, family and community throughout the curriculum.

Each of the standards in the Early Learning Guidelines contains a section titled "Adaptations for Individual Children". These adaptations help support teaching of children with disabilities as well as other individual learners.

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

The Guidelines are designed to be used in all settings that include children 3 to 5 years of age and provide a list of skills and understands that help children develop in order to enter Kindergarten ready to succeed. The teaching suggestions assist teachers and parents with ideas that help children meet the standards. There is also a section of Helpful Terms that will assist individuals who are not familiar with the document.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

These materials are currently under development.

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5.2.4 **Assessment of Voluntary Early Learning Guidelines.** As applicable, **describe** the State's plan for:

(a) Validating the content of the early learning guidelines

The content of the Guidelines was validated by using early childhood research in the development of the Guidelines. This research included *The Handbook of Early Literacy Research* edited by Susan Neuman and David Dickinson and *Engaging Young Children in Mathematics* by Douglas Clements and Julie Sarama, as well as many other research-based books and articles. The development also included research from the Childcare Bureau and professional organizations, including the National Association for the Education of Young Children (NAEYC), The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), The International Reading Association, The National Council of Teachers of Mathematics (NCTM), The Center on the Social and Emotional Foundations for Early Learning, The National Academy of Science, The National Arts and Education Network, The National Association for Sport and Physical Education, and The National Council for Social Studies. Marilou Hyson, Senior Consultant to NAEYC served as advisor throughout the development of the Guidelines, coming to South Dakota twice to meet with the panel that developed the guidelines and reading several drafts, including the final draft.

Drafts of the Guidelines were distributed statewide throughout the process of development, including at the Family Child Care Professionals of SD Conference in 2006, the SD Association for the Education of Young Children/SD Head Start Association Conference in 2005 and 2006, and the United Way Reading Festival for Childcare Providers in 2005 and 2006.

(b) Assessing the effectiveness and/or implementation of the guidelines

This will be done during the three-year Public PreK pilot program in Sioux Falls. The PreK programs will be using the Early Learning Guidelines. The evaluation component of this pilot program will include data collection on children's outcomes, provider knowledge, and parent knowledge and attitudes.

Training is currently being developed on the Early Learning Guidelines and will be offered statewide through the five Early Childhood Enrichment sites. This training will include 10 modules. The evaluation component throughout this training will collect information on provider implementation of the guidelines.

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(c) Assessing the progress of children using measures aligned with the guidelines

The assessment of children's progress is under development at this time. Currently checking into research-based assessment tools utilized in other states.

(d) Aligning the guidelines with accountability initiatives

The research component of the Sioux Falls Public PreK pilot is designed to demonstrate the effectiveness of the program for accountability purposes. This data will begin to be collected in the summer of 2007.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan): *No reports are available at this time*

5.2.5 **State Plans for Professional Development.** Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5**.
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**.
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5**.
- ☐ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5**.
- ☐ **Other (describe):**

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Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

The Pathways to Professional Development project is a statewide effort to promote the recognition of those who work in child care, preschool, Head Start, out-of-school time, and other programs that serve the needs of children and families. The goal of the Pathways project is to support those who actively pursue ongoing educational opportunities and professional commitments to the field. The Career Lattice can be used to chart a course for career development and recognition for education and professional achievements. By developing a knowledgeable and skilled work force, the lattice can lead to an increase in the number of quality programs for children in South Dakota. Since its inception, 745 child care professionals have been placed on the career lattice.

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

Continuum of training and education to form a career path: Beginning with Level I, which calls for a high school diploma or GED and six hours of training (in addition to CPR and 1st Aid), each step of the Career Lattice asks for a greater level of education and training. Level II, while still only requiring a high school

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level education, requires 20 additional hours of training. Level III calls for a Child Development Associate Credential or similar credential and requires either membership in a professional organization or attendance at a professional development conference. Level IV requires completion of Apprenticeship training or 12 college credits in early childhood and six hours of conference attendance (which all remaining levels of the lattice require). Level V requires an Associate's degree or an unrelated Bachelor's degree, Level VI requires an early childhood or closely related Bachelor's degree, and Level VII requires a Master's or Doctoral degree in early childhood or a closely related field.

Articulation from one type of training to the next: Work with the universities and technical schools across South Dakota has been completed to ensure that the education aligned with the Pathways project will articulate across the levels. The classes required for the CDA articulate to the Apprenticeship Project, which articulate to an Associates degree, which articulate to the Bachelor's degree, etc. In the past it has been difficult for providers to take advantage of training opportunities. If these opportunities would advance their careers in some way, the training would have more meaning to them. Training programs are making efforts to recognize the previous training that individuals have completed as they move forward to more advanced levels of education.

Quality assurance through approval of trainers: The trainer registry is a directory designed to support the development of a network of trainers committed to providing adult learning experiences that promote quality care for children. The Registry consists of three levels: Registered Trainers, Validated Trainers, and Master Educators. Each level is designed to recognize those who have work experiences and specialized training that promote quality adult learning experiences. Pathways trainers are required to complete a self-validation of their training skills and to attend training in the 15 Pathways Core Competencies. These core areas of knowledge provide a framework for the knowledge that trainers and educators should have in order to provide quality professional development experiences for adult learners. A process to validate trainers through a formal observation is available. Trainers who choose to take this next step will receive additional compensation and recognition.

Quality assurance through approval of training content: Pathways Trainers are required to provide training related to the 15 Core Competency areas listed below. The core competencies provide the trainer with an understanding of the principles of knowledge that need to be addressed in training sessions in order to develop caregivers' knowledge and skills.

1. Child Growth and Development
2. Child Abuse and Neglect

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- 3.Guidance and Behavior Management
- 4.Observing Children
- 5.Identification and Prevention of Communicable Diseases
- 6.Program Safety
- 7.Nutrition for Children
- 8.Program Management and Regulation
- 9.Interpersonal: Communications and Relationships
- 10.Cultural Diversity
- 11.Learning Environments
- 12.Age Appropriate Planning
- 13.Professionalism
- 14.Working with Parents
- 15.Inclusion of All Children

In order for training to be recognized as “Pathways” training, the sessions must be registered with the regional ECE office at least four weeks in advance. A representative of the ECE will determine if the proposed training content meets the intent of the Pathways Project.

A system to track practitioners’ training: All Pathways approved training sessions utilize a Pathways specific training attendance form. Pathway trainers sign off on the form and send the form to the CCS office. Practitioners’ training is tracked via these forms and documentation of other approved training (1st Aid, CPR, professional development conferences, etc.) via a database at the CCS office. This database allows tracking of training attendance by individual and/or by child care program. CCS is currently working with Sanford Health CHILD Services and the South Dakota Bureau of Technology to develop a web-based training tracking system which would help reduce duplication of effort and allow 24 hour individual access to training records.

Assessment or evaluation of training effectiveness: The Pathways Trainer Registry at the current time is composed generally of trainers from the ECE regional offices. Each ECE regional office conducts evaluations of trainings by a variety of methods as pre and post tests and evaluation forms completed by participants at the end of each training session. As the Pathways Trainer Registry is still being developed, a goal for this program is to develop a formal system to evaluate trainings as a movement is made to allow only training provided by Pathways Trainers on the Trainer Registry to be counted as Pathways training.

State Credentials:

Infant-Toddler Certificate: The Infant-Toddler Certificate was officially released on February 2005 that equals 65 hours of training. The training hours included in the Infant -Toddler Certificate counts toward licensing training hours and Pathways

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training hours. Further training is available by pursuing the South Dakota Child Development Associates Credential with an Infant-Toddler Endorsement through the local ECE offices. The 45 hours of training in Child Growth and Development for the Infant Toddler Certificate articulate into the SDCDA Credential. Thus when an individual completes their Infant-Toddler Certificate, they are about half way to completing the training hours their national credential.

Leadership Certificate & Credential: The Leadership Certificate and Credential programs were released in February 2006. The training was developed to help provide standardized training to child care directors in management and leadership across the state. A child care provider can enter the program by either of two tracks. The first track is for child care providers who are currently employed as a program director or supervisor or have worked at least one year in a state licensed child care or OST program. The provider must possess a degree with emphasis in early childhood education or human development child and family studies.

The second track is for child care providers who share the same experience, but possess a Child Development Associate (CDA) Credential or an unrelated college degree. The 20 hours of entry level Management Training is offered statewide through the Early Childhood Enrichment (ECE) offices and is based on curriculum from the National Association for the Education of Young Children (NAEYC) Leadership training. The training hours focus on four areas: Managing Programs, Cost of Quality in Programs, Staff Considerations, and Policies & Procedures and Partnerships.

Two college courses SDSU ECE 492/592 Leadership Course and SDSU ECE 455/555 Administration and Supervision are required as a part of the Leadership Credential. The training hours included in the Leadership Certificate and Credential count toward licensing training hours and Pathways training hours

Infant Toddler Certificate: At the beginning and end of the eight classes for the Infant-Toddler Entry level series, participants complete a pre-class and post-class evaluation on the contents of the class. Participants are also given an opportunity to complete an Infant Toddler Participant Reporting Form at the end of each course to provide feedback to the trainer and the state office regarding what they found most helpful in the class, what they would like to learn more about and other information. This data is analyzed by the South Dakota State University Evaluation team per funding from the Bush Foundation. The information helps provide our office with training outcomes as well as information that is used to help review and update the curriculum as needed.

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Early Childhood & School-age Leadership Certificate: Pre and Post Class Surveys are used at the beginning and end of each of the four sections of the Management Training Series on the class contents. Participants also have an opportunity to complete a class evaluation for each of the four classes letting our office know if the information gained was useful to them along with other information. Together, these surveys and evaluations help provide our office with outcome data that is used to help review and update the curriculum as needed.

OutOf-School Time Credential: Child Care Services now has a Certificate and Credential for school-age care providers. The credential includes three 'phases' of training: a series of 10 classes, or 15 contact hours of 'core' or basic training; four series of 24 classes, and 60 contact hours of higher level 'certificate' training; and two series of 12 classes, or 45 contact and independent hours of 'credential' level training. Students must complete the 'core' and 'certificate' levels to earn the SD OST Certificate. A SD OST Credential will be awarded to any student who earns their Certificate, and completes the training and all requirements for the Credential. Three hours of college credit is available from BHSU at the current time for those completing the credential level classes; and we plan to collaborate with SDSU in the future for the option of our training to articulate into their new "Youth Development" degree program.

Specialized Strategies To Reach Family, Friend And Neighbor Caregivers: Many families utilize informal networks of individuals to meet their childcare needs. This Family, Friend and Neighbor care is an area which continues to be a challenge to reach with training and support. Informal meetings are offered as an avenue for reaching providers who may not have participated in the other forms of training offered. The Pierre area in Region 2 continues to utilize "Providers Connecting and Network Nights"; Sioux Falls area in Region 5 is offering "Provider TEAS" and the "Providers Night Out" within the Rapid City area in Region 1. The Tribal Coordinators also use a variety of informal meetings to draw in new providers and those Kith and Kin providers who may not otherwise access training. Information about the Pathways to Professional Development project is offered at all of these meetings. Two tribal Infant Toddler Coordinators have been working on reaching out to these caregivers through an informal home visit approach. They visit individuals and offer activity ideas to use with the children, discuss questions or concerns about development and care for children and provide written information that the individual can reflect on later.

South Dakota recognizes the need to connect with and provide support to those providing Family, Friend and Neighbor care. Plans are in place to review current

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research on FFN care and from that information, explore approaches which may assist regional and tribal programs in meeting the needs of these individuals. Opportunities will be created to allow programs to share current practices and brainstorm ideas on strategies to support this population.

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

	Yes	No
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (describe): Head Start, Preschools, schools, universities & colleges, community agencies, private organizations, and government agencies that impact child care and early education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

The above components will be incorporated at every level of the plan and in all training. At the current time, literacy is embedded in ongoing training provided through the ECE/R&R training system.

Are program or provider-level incentives offered to encourage provider training and education?

☒ Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

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Students who are income eligible, are working in state registered or licensed child care programs that are providing full day care who are participating in the SD CDA project, can apply for scholarships to help offset the cost of training. CDA Assessment scholarships are also available for those students who have completed the SDCDA training and are applying for their national assessment.

Leadership Credential Scholarships are available to child care providers who are income eligible, and are working in state registered or licensed child care program that provides full day care. The scholarship supports the student by providing the full tuition for the SDSU ECE 492/592 Leadership Course which is required for a provider to receive the Leadership Certificate.

Pathways Career Lattice Level with Specializations

When a practitioner completes one or any of the state certificates, ie. Infant - Toddler, Pre - school, Family Child Care, Out -of -School Time (OST) or Leadership, they are recognized as having a "specialization" in relation to the specific age group or training that was received. This specialization is recognized at all levels on the Pathways Career Lattice, rather than on any one particular level. For example, a practitioner at Level IV who has received the Infant-Toddler Certificate by completing 20 hours of core training and 45 hours of Child Growth and Development would be recognized as Level IV with a specialization in Infant-Toddler care.

SD Child Care Apprenticeship program provides training that includes CDA and college courses. A scholarship is available for those students who are income eligible for half the costs of the 4 college courses. A Child Care Development Specialist Certificate is received upon completion of 300 hours of related classroom instruction and 4,000 hours of on-the-job training. A child care or Head Start program must be a Registered Apprenticeship site that has agreed to meet the apprenticeship standards, including incremental increases in staff wages.

Next steps will be to explore various incentives tied to early language, literacy and pre-reading. A partnership has been established with the Department of Education in line with their 2010E initiative that includes incorporation of early learning guidelines for pre-K teachers. The goal is to offer incentives to encourage child care provider participation as funds are available.

- ☐ No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

As applicable, does the State assess the effectiveness of its professional

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development plan, including the achievement of any specified goals or desired outcomes?

- ☒ Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.
By assessing the number of providers at each Career Lattice level and movement between levels. Consideration of provider levels is incorporated into the state's quality improvement plan.
- ☐ No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Does the State assess the effectiveness of specific professional development initiatives or components?

- ☒ Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.
Pre- and post-testing/surveys are incorporated into all training offerings.
- ☐ No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- ☒ Yes. If yes, **describe** how assessment informs the professional development plan.
It affects course offerings and training needs of practitioners across the state.
- ☐ No. If no, **describe** any plans to include assessment to inform the professional development plan.

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PART 6 HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

- ☒ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.
- ☐ No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as they relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2)&(3))

- ☐ Yes. If yes, **describe** the changes.
- ☒ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

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- Building and physical premises safety
- Health and safety training

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☒ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
- ☐ No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes. If yes, **describe** the changes.
- ☒ No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety

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- Health and safety training

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.
- ☒ No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

The following family child care providers are exempt from licensing under State law: Relative provider - is a relative to the child as defined in CCS policies and may provide care in his/ her own home or in the applicant's home. Unregulated providers must meet minimum program requirements in order to be eligible for reimbursement.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes. If yes, **describe** the changes.
- ☒ No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

An authorized, unlicensed provider (informal provider) is not required to have a mantoux tuberculin test prior to initial authorization prior to initial authorization. If a circumstance arises where a provider or family member would be at a higher risk for having TB, a TB test may be required. These circumstances may include but are not limited to:

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- If a provider or family member moved from an area where TB is high risk;
- If a provider of family member has been exposed to TB; or
- If a provider of family member is showing symptoms of TB.

Authorized unlicensed providers are required to share with the parent or guardian information about childhood immunizations. In addition, the provider must provide to the department verification that the children in care meet the Department of Health immunization standards.

- Building and physical premises safety

An authorized, unlicensed provider (informal provider) is required to complete, sign, and return to the department a health and safety checklist, provided by the department, as verification of the health & safety conditions of the family's home. The provider is to assure that the home provides for such items as an operating smoke detector on each level of the building, two unblocked exits on each level of the building which is used for children, electrical wall sockets are covered, stairways, open-sided floor and wall openings are guarded with a railing, areas where children receive care are well lit, is free from litter and rubbish, and the outside play area is free of litter, trash, and weeds. The department shall keep the completed checklist in the provider's or the applicant's file.

- Health and safety training

An authorized, unlicensed provider (informal provider) will be encouraged to receive a minimum of three hours of training in basic health and safety within the first six months of caring for children whose families receive funds from CCDF. Video libraries addressing such topics as basic first aid; infant and child cardiopulmonary resuscitation; prevention of communicable diseases; guidance and discipline; food handling; and fire or natural disaster procedures have been established at local DSS and Career Service offices and at public libraries in several communities. In addition, providers are informed of training opportunities across the state through various mail inserts and through local R&R programs.

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

- 6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

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☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

☒ No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

In-Home providers provide care in the applicant's home for the applicant's children only.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

An authorized, unlicensed provider (in-home provider) is not required to have a mantoux tuberculin test prior to initial authorization prior to initial authorization. If a circumstance arises where a provider or family member would be at a higher risk for having TB, a TB test may be required. These circumstances may include but are not limited to:

- If a provider or family member moved from an area where TB is high risk;
- If a provider or family member has been exposed to TB; or
- If a provider or family member is showing symptoms of TB.

Authorized unlicensed providers are required to share with the parent or guardian information about childhood immunizations. In addition, the provider must provide to the department verification that the children in care meet the Department of Health immunization standards.

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- Building and physical premises safety

In-home providers are required to complete and sign a Home, Health, and Safety checklist form as a review of the family's home. The provider is to assure that the home provides for such items as an operating smoke detector on each level of the home, two unblocked exits on each level of the home that is used for child care, electrical wall sockets are covered, stairways, open-sided floor and wall openings are guarded with a railing, areas where children receive care are well lit, the home is free from litter and rubbish, and the outside play area is free of litter, trash, and weeds. The checklist must be signed by the provider and the applicant as an assurance that both have reviewed the requirements and are in agreement that those requirements have been met.

- Health and safety training

An authorized, unlicensed provider (in-home provider) will be encouraged to receive a minimum of three hours of training in basic health and safety within the first six months of caring for children whose families receive funds from CCDF. Video libraries addressing such topics as basic first aid; infant and child cardiopulmonary resuscitation; prevention of communicable diseases; guidance and discipline; food handling; and fire or natural disaster procedures have been established at local DSS and Career Service offices and at public libraries in several communities. In addition, providers are informed of training opportunities across the state through various mail inserts and through local R&R programs.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A)) Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☒ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes

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those requirements and identifies the relatives they apply to:

The following describes those requirements and identifies the relatives they apply to:

- All relative providers are subject to health and safety requirements.
- Both the relative provider and applicant will be required to sign a completed form so that both parties are aware of any unfulfilled safety standards in the place where the child care is being provided. It is not a requirement of CCS to neither monitor nor take responsibility for situations resulting in unfulfilled safety standards. Since both parties will have been made aware of potential problems, their signatures acknowledge that they have been made aware of the safety inadequacies and will take total responsibility for any incidents arising from unfulfilled safety standards.

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

Day Care Centers – must have a license prior to operating their business and for continued operation. A license is issued after a monitoring visit is made to the facility and substantial compliance with the regulations is obtained. Licenses are renewed only if after a monitoring visit, CCS determines substantial compliance is maintained. These programs can provide care for 21 or more children but can be licensed for less if all center standards are met. State license exemption in place for day care services provided by a school for the children of enrolled students however a license would need to be in place to receive public funding.

Group Family Day Care Homes - must have a license prior to operating their business and for continued operation. A license is issued after a monitoring visit is made to the facility and substantial compliance with the regulations is obtained. Licenses are renewed only after a monitoring visit determines substantial compliance is maintained. These programs can care for up to 20 children. Only state license exemption is for day-care services provided by a school for the children of enrolled students however a license would need to be in place to receive public funding.

Before & After School Care Centers - must have a license prior to beginning their business and for continued operation. A license is issued after a monitoring visit is made to the facility and substantial compliance with the regulations is obtained. Licenses are renewed only after a monitoring visit determines substantial compliance is maintained. These programs can care for 13 or more school-age children. Programs offering services

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designed primarily for character building or recreation where the care of children is not intended are exempt from licensure as a school-age program.

Family Day Care Homes – A family child care provider is issued a certificate of registration after a monitoring visit is made to the home and substantial compliance with regulations is obtained. Renewal of the certificate is based on continued compliance with regulations. In order to receive public funding reimbursement, a family child care provider must be registered. These homes care for 12 or less children in a family home setting. Registration is optional if no public funding is received.

Unregulated providers - (relatives, in-home, and informal) will be required to provide assurances by self certifying with a Home Health and Safety Checklist that basic health and safety requirements are met; provide proof of children's immunizations; and (except for relatives), be screened on the central registry for child abuse and neglect.

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - ☐ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:
 - ☒ No.
- Are child care providers subject to background checks?
 - ☒ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

For all Registered Family Day Care providers, their household members, and their employees, the Department is to conduct a central registry background check for South Dakota's Central Registry of Substantiated Reports of Child Abuse and Neglect and the central registry of any other state in which the individual has resided. Law and regulation prohibit registration if the individual is listed on the central registry. An individual on the Central Registry cannot provide care as a regulated or unregulated provider.

With all Licensed Group Family Day Care Homes, Day Care Centers, and Before & After School Care Centers all known employees, volunteers, and household

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members (if program is in owner/operator's home) the Department is to conduct a central registry background check for South Dakota's Central Registry of Substantiated Reports of Child Abuse and Neglect. Law and regulation prohibit any individual from being involved in the licensed facility if their name is listed on the central registry. An individual can be charged with a misdemeanor if they knowingly allow a person whose name is on the central registry to work, reside, or provide care to children in a licensed facility.

State law prohibits anyone whose name appears on the central registry from providing childcare (regulated or unregulated). In July 2004, the law was amended to include not only those persons whose name was on the central registry but also any person who had a felony within the past five years.

The Department conducts a state criminal history check on directors and staff employed in a licensed facility (after June 30, 2005).

With authorized, unregulated providers (except relative providers), the individual is required to submit their name to the Department for the central registry background check of South Dakota's Central Registry of Substantiated Reports of Child Abuse and Neglect. If the individual's name is listed with the central registry, the individual will be confirmed as an ineligible provider and subsidy payments will be discontinued.

☐ No.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☒ Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

A family day care home, group family day care home, day care center, or before and after school program must notify the department within 24 hours after the occurrence of an unusual incident such as fire or serious illness that results in the hospitalization or death of a child. Each licensing staff reports that information to the program specialist for tracking purposes.

☐ No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

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For all Registered Family Day Care and all Licensed Group Family Day Care Homes, Day Care Centers, and Before & After School Care Centers providers the Department does conduct additional visits (both announced and unannounced) to the homes / facilities throughout the year to investigate complaints, conduct random review of staff-child ratios and program activities, and to provide consultation and assistance as requested or needed.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

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APPENDIX 1

PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the

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normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

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APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) - Full-time and part-time is as defined by the institution when applicable. If not defined by the institution, job training is at least 20 hours per week for non-TANF families. TANF families are required to meet the work requirements set forth by TANF criteria. If a TANF family meets the work requirements and would like assistance for attendance at school, child care benefits will be provided. Likewise, if a non-TANF family meets the work requirements and wants to attend school, child care costs can be covered. The work requirement for non-TANF families is waived for students enrolled in and physically attending a full-time program of study or training leading to a G.E.D., or high school diploma. If in school, the client must be attending 80 hours of actual class time a month. If the client is working and attending school, the combination of actual work and school hours must be a minimum of 80 hours a month.
- *in loco parentis* - An individual 18 years of age or older who is neither the child's parent or guardian nor residing with the child's parent or guardian, but who has a signed statement from the child's parent or guardian giving the individual authority to exercise parental control of the child or by the court or through guardianship.
- *job training and educational program* - Any type of formal education program or job training that is full or part-time. Twenty hours per week would be considered part-time or (when applicable) as defined by the institution.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) – Provide such services to children up to age 19; and by physically or mentally incapable of caring for himself or herself, or under court supervision.
- *protective services* - Any legal action designed to protect the health and safety of a child. This includes foster care and respite/special need childcare. Respite care is available for parents of children in protective services and is only for short, temporary periods of time. Child Protection Services(CPS) or the court determines protective service cases. Verification comes from CPS or the court.

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- *residing with* -
Living in a particular household the majority of the time in any given month.
- *special needs child* –
A child up to age 19 who is physically or mentally incapable of caring for himself or herself, or who is under court supervision.
- *very low income* -
Households with income at or below 100% of the Federal Poverty Level.
- *working* (include minimum hours if applicable) -
Employed a minimum of 80 hours per month with a salary equivalent to the federal minimum wage per hour or meeting TANF work requirements.
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

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